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ABSTRACT

This sourcebook was developed to provide school personnel with efficient and effective access to information on available training products. It should be viewed as a resource to increase awareness and understanding of new products--products that train personnel in setting program goals, planning for development, and performing evaluation. There are three main sections. The first section, Orientation, presents a view of instructional planning and management held by the Far West Laboratory. This section also includes the criteria by which the programs and resources described were selected. The second section, Program Reports, describes 15 program packages that can be implemented within a school district to meet specific needs for staff development or training. A chart organizes key information about all 15 programs so that each can be reviewed and compared quickly and easily. Each report should provide the decision-maker with enough information to decide whether to preview the program. The third section, Training Resources, presents an annotated list of 27 supplementary materials. These resources are mostly reference books, handbooks, textbooks, monographs, and case studies that are organized topically under five major areas. (Author/IRT)

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SOURCE BOOK of training products in instructional planning and management

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INTRODUCTION

What is instructional planning and management? What training programs and resources are available to develop staff in these areas? What are the major characteristics of the available products? Which ones seem to be best suited to local training needs?

This *SourceBook* should begin to help you answer such questions. It is designed for all who have a stake in selecting and conducting instructional planning and management training activities--teachers, department heads, principals, curriculum specialists, assistant superintendents, and superintendents at preschool, elementary, and secondary school levels. This *SourceBook* was developed to provide school personnel with efficient and effective access to information on available training products. The *SourceBook* should be viewed as a resource to increase your awareness and understanding of new products--products which train personnel in setting program goals, planning for development, and evaluation.

There are three major sections in this *SourceBook*. The first section, "Orientation," presents a view of instructional planning and management held by the Far West Laboratory. Since the late 1960s, the staff has been involved in identifying the skills and developing the training needed for school personnel to plan, manage, and improve accountability for instructional programs. The first section also suggests certain guidelines for reviewing and selecting materials to train personnel in instructional planning and management.

The second section, "Program Reports," describes 15 program packages that can be implemented within your school district to meet your specific needs for staff development or training. Each report should provide the decision makers with enough information to decide whether or not to preview the program.

The third major section, "Training Resources," presents an annotated list of 27 supplementary materials. The brief descriptions of various materials may help you in selecting resources to support or complement a training program in instructional planning and management.

Instructional planning and management is an area of educational administration concerned with providing educational opportunities. Among the various functions of educational administration identified in the literature--management of student learning, personnel, community relations, funds, and facilities--it is the management of student learning which has the most powerful and direct impact on students. All other functions can be seen as support activities to this central function.

In the schools, educational opportunities reach students in the form of instructional programs. Instructional planners and managers are responsible for preparing these programs and must make a series of decisions. These personnel must determine instructional purposes and design and evaluate instructional resources and experiences. Determining the purposes of a program lays the foundation for sound decision making about its design. Evaluation assesses how well a program is meeting its specified purposes and, alternatively, whether those purposes require restatement. Effective decision making in both planning and evaluation stages depends on conditions within an organization that support group planning efforts.

Purposing and Planning

Each decision-making function involves a number of activities. Determining instructional purposes is the initial planning phase. At this point, a school's professional staff, its students and community, or a combined group set the priorities for instruction. For example, a school's professional staff might develop a list of clear, reasonably specific goals which, in turn, would be reviewed and ranked by the community. The process of setting goals and assessing needs provides focus and direction for future program planning. Program analysis is another priority-setting activity. Systematic analysis allows an instructional planner to designate the source, nature, and scope of instructional problems and the order in which they will require action. Having established goals and determined when will be the appropriate times to take action, a school can further clarify its purposes of instruction by deriving objectives.

Program Development

Program development involves selecting and organizing learning experiences and resources into a cohesive whole. Activities during this phase include selecting curricula and instructional methods that suit a school's goals, and assessing possible alternatives in light of time, money and personnel resources and limitations. Whether previously designed materials and methods are adopted or adapted or new approaches are invented, measuring the proposed program against

local needs, conditions, and instructional objectives is integral to developing a good program.

Evaluation

Ideally, evaluation should begin when the purposes of a program are established and should continue through the development phases. Procedures for later program monitoring can be incorporated at the planning and design stages. Once an instructional program has been selected and put into operation, evaluation becomes increasingly important. Through well-planned evaluation, one can assess the adequacy of program design, operation, and goal achievement, determine costs, and specify needed adjustments.

Group Skills

In today's school systems, most decisions are made by more than one person, and areas of responsibility frequently overlap. Numerous people may contribute to decision making, and numerous others are affected by the decisions made. In planning instruction, principals, curriculum specialists, teachers, superintendents, and assistant superintendents frequently work together. Sometimes other groups such as school board members, community representativies, and students are also involved. Any activity involving a number of people requires application of group communication skills.

Selecting a Program

The administrator who is investigating staff training in setting goals, program development, evaluation, or group skills will need to consider several factors. First, current educational practices and outcomes should be identified. In doing so, one may determine existing needs, problems, capabilities, and limitations. It may also be helpful to analyze what types of decisions are being made and by whom. In this manner, one may isolate problems to be addressed by training and determine who should receive instruction. Other important considerations, of course, are time and money. Possible sources of funding should be investigated. Before settling on a choice, the administrator or other decision maker selecting a training program should make sure that his or her staff have sufficient time available to receive the instruction. Finally, the effectiveness of the program or materials at other sites should be investigated. This might be accomplished by obtaining field test information from the developers or by obtaining names and addresses of previous and current users and contacting them.

Selecting among alternative training programs and resources, therefore, requires careful analysis of several factors. First, the probability that the product will help to meet training or staff development goals must be determined. Second, it must be decided whether the product applies to the needs, content interests, skill levels, values, and learning processes of the staff to be trained. Third, the feasibility of implementing the training product in terms of available time, cost, perronnel, supplies, facilities, and equipment must be ascertained.

Criteria

The programs and resources described in this *SourceBook* were selected carefully to insure that they are relevant to and useful for training in instructional planning and management. Each training program or resource was included because it met all of the criteria for selection. The criteria were as follows:

1. The intent of the product must be to provide or support training activities.

2. The training must be designated for middle management school personnel at preschool, elementary, and/or secondary levels whose primary function may be (a) teaching, (b) school administration, (c) curriculum development, or (d) district administration.

3. The content of the training program or training support tool must be in instructional planning and management.

4. The product must be available for distribution on a national scale and/or replicable through use of guidelines, information consultants, site visitations, or other comparable means.

5. The product must have been placed on the market within the last five years.

The Far West Laboratory does not intend to evaluate or endorse any of the products described in this *SourceBook*. Inclusion of the products rests exclusively on the criteria listed above.

The most suitable of the training programs or resources described in this *SourceBook* should be selected within the framework of the school's own commitments, resources, and structure.

PROGRAM REPORTS

Descriptive reports on 15 training programs are presented in this section. The reports are intended to inform you about products which are now available to equip school personnel with knowledge and skills in instructional program planning and management. Each of the products involves its users in "active" learning, that is, performing, practicing, or applying skills or knowledge.

Most of the 15 products provide training in the areas of problem identification, needs assessment, goal setting, or program planning. Several focus on instructional program development and implementation. A few stress program evaluation skills. And several focus on group communication skills, which are often integral to effective program planning and decision making in schools.

The 15 programs were selected on the basis of criteria developed at the Far West Laboratory for Educational Research and Development and listed on page 5. More than 150 products were identified and considered during the selection process. Many were eliminated because their subject focus did not fall clearly within the scope of instructional planning and management. Some failed to provide well-defined training activities; others were aimed at inappropriate levels of target audience. Several met all of the selection criteria, but either were not ready for publication or distribution or could not be reviewed in sufficient detail to prepare reports for this edition of the *SourceBook*.

Exclusion of a product does not, by any means, constitute a negative evaluation. Inclusion of a product, on the other hand, does not constitute endorsement. The 15 final selections are not viewed by the Far West Laboratory as the 15 "best" programs in the nation. They do, however, meet all selection criteria and illustrate the range and types of training which are currently available in the areas of instructional planning and management.

The chart on pages 8-9 organizes key information about all 15 of the programs so that you can review and compare their major features quickly and easily. The reports on pages 10-69 provide more detailed information about individual programs--goals and objectives, training strategy, content of materials, etc.--as well as a comment from a Far West Laboratory reviewer about the value, quality, or possible impact of each program.

Program	Content	Duration and Form	Target Audience	Materials and Equipment	Training Arrangements	Trainee Assessment	Cost	Distributor
Project Leadership	Instructional program development	One- to three-year, in-depth workshop series	District administrators and superintendents, principals at levels K-12	Variety of multimedia materials and training programs	Two- to three-person district teams in sessions led by ACSA staff and/or consultants	Test instruments available with most programs	$1,500/annum for 2-person team or $2,500/annum for 3-person team	Association of California School Administrators (ACSA) 1575 Old Bayshore Hwy Burlingame, CA 94010
Ernstspiel	Verbal, nonverbal, and written communication	Eight hours of small and large group sessions for preservice or in-service training	Administrators and teachers at grade levels 1-6	Eight packets of games or puzzles	Maximum of 40 participants with leader and assistant	No formal test instruments	$94.75 per kit (reuseable)	Center for Educational Policy and Management University of Oregon 1472 Kincaid Eugene, Oregon 97401
Instructional Development Institute	Instructional program development	Forty-hour, five-day workshop	Teachers, district and building level administrators, board members, and K-12 curriculum specialists	Seven units with participant workbooks, film or slide presentations, and games	50 participants with training team of 4 provided by Consortium	Validated interest and attitude scales; four achievement tests; and workbook evaluated by staff and participants	$2,400 plus travel and per diems for training team of four; $1,080 covers materials for 50	University Consortium for Instructional Development and Technology (See p. 19 for membership list)
Setting Goals for Local Schools: Evaluator Training Program	Goal setting	20-30 flexibly scheduled hours of workshop sessions	Evaluation specialists, administrative personnel with evaluation background	Self-instructional training manual divided into eleven units, trainer's manual; and slide/tape presentations	Minimum of 8, maximum of 32 participants with an instructional manager	Pre- and post-skills inventories and self-rating scales	Trainee Materials, $5.00 each Trainer's Manual, $17.00 (includes cassette and slides)	Department of Research and Development Cincinnati Public Schools Cincinnati, Ohio 45202
Educational Goals and Objectives	Setting community goals, writing performance objectives	Six months to one year for full program, including planning, community meetings, inservice teacher training, and application	District superintendents and boards of trustees; teachers	Administrator's manual on goals; workbook and instructor's manual for inservice training	Inservice training on performance objectives for groups of 20 with instructor	Programmed materials with no formal test instruments	$60.00 for Goal Development Kit, with goal setting materials for 60, programmed workbooks for 6, and one instructor's manual	Phi Delta Kappa Eighth and Union Sts. Bloomington, Indiana 47401
Determining Instructional Purposes	Planning and selecting instructional objectives	Three units of 10-15 hours each for preservice and inservice workshops	Assistant superintendents, curriculum directors, principals, department heads, K-12 lead teachers	Three modular workbooks, coordinator's handbook, and audiovisual orientation	Any number of groups of 3-12 with a coordinator	Self-test exercises; no formal test instruments	$8.95 for each of three units: Setting Goals; Analyzing Problems; Deriving Objectives; $4.50 for Coordinator's Handbook	Far West Laboratory for Educational Research and Development 1855 Folsom Street San Francisco, CA 94103
Interpersonal Communications	Communicaton processes and conditions	20 ninety-minute units for consecutive workshop sessions	K-12 teachers; also administrators, counselors, curriculum specialists	Participant materials for 20 units with accompanying films and audiotape; Leader's Manual	6-36 participants with experienced leader; 12 participants with novice leader	Pretest and posttest; self-tests after each unit	Leader's Manual $15.00 Participant materials $11.00 each Set of films and audiotape $175.00	Northwest Regional Educational Laboratory (NWREL) 710 S.W. Second Ave. Portland, Oregon 97204
Prentice-Hall Teacher Competency Development System	Curriculum, instruction, and evaluation skills	Self-instructional materials for individual or coordinated group training	Inservice teaching staff and preservice teacher trainees at K-12 and college levels	26 booklets; optional filmstrip-tape programs; and Administrator's Guidebook	Individualized program or structured group sessions	Diagnostic and Mastery tests; skill test at end of each booklet	$199.95 Starter Kit for 12 (optional filmstrip-tape programs are $18.00 each)	Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632

Program	Content Focus	Duration and Form	Target Audience	Materials and Equipment	Training Arrangements	Trainee Assessment	Cost	Distributor
Research Utilizing Problem Solving	Teamwork, data-gathering, problem-solving skills	Five-day workshop, plus two three-hour follow-up sessions	One version for administrators only Classroom version for both teachers and administrators at K-12 levels	Leader's manual, participant workbooks, audiotape, and booklet on diagnostic procedures with each version	24-30 participants with experienced leader; 12 participants with novice leader	Self-tests in participant materials	Administrator's version: $12.20 for leader and $13.10 per participant; Classroom version for both teachers and administrators at K-12 levels. See p. 68	Commercial-Educational Distributing Services P.O. Box 3711 Portland, Oregon 97208
Education for the People	Setting goals	Guidelines and resources for 30 hours of flexibly arranged training	Teachers, administrators, PTA members, teachers' association representatives, students, parents	Package including introductory booklet, Guidelines, Resource Book, and Training Handbook	Self-designed training by district; requires experienced trainer	No formal test instruments	Introductory Booklet 50¢; Guidelines, 50¢, Resource Book, $2.50; Training Handbook, free	Joint Committee on Educational Goals and Evaluation California Legislature Assembly P.O. Box 83 State Capitol Sacramento, CA 95814
Evaluation Workshop I: An Orientation	Basic evaluation skills	Two-day, small and large group training workshop	Teachers, administrators, and other personnel involved in decision making	Leader's manual with audiotape, participant notebook	24-60 participants with leader who has completed training	Three forms of a 35-item, objectives-based pre- and posttest	McGraw-Hill sponsored workshop at $180.00 per participant; Leader's Manual and tape, $40.00; Participant Materials, $40.00 each	CTB/McGraw-Hill Del Monte Research Park Monterey, CA 93940
Designing Instructional Programs	Program planning and curriculum design	15-18 hours of group training	Teachers, building principals, department chairmen, curriculum coordinators, assistant superintendents; preservice students	Five modules, printed in two participant handbooks, one game, and a Coordinator's Handbook	6-30 participants with one coordinator	Self-tests	$135 covers materials for 10 and coordinator; additional participant materials $11.75 each	Far West Laboratory for Educational Research and Development 1855 Folsom Street San Francisco, CA 94103
CSE Elementary School Evaluation Kit: Needs Assessment	Selecting goals	Instructional Manual with procedures, methods, and materials for community and school needs assessment	Principals, superintendents, and other decision makers for grades 1-6; parents and teachers	Guidebook, Goal Assessment Set, and Goal Rating Questionnaires	Self-conducted	Not applicable	Complete Kit: $114.95	Allyn and Bacon, Inc. Longwood Division Rockleigh, N.J. 07647
Evaluation for Program Improvement	Program modification and evaluation	5 sessions of 3 hours each	Teachers, counselors, department heads, curriculum directors, principals, vice principals, superintendents, and directors of special programs	Participant's Handbook, Coordinator's Handbook, transparencies, filmstrip, cassette tape	6-25 participants with one coordinator	Pre- and posttest questionnaires and exercises; feedback via discussions and simulation critiques	Participant Handbook: $7.95 Coordinator's Handbook and full set A-V materials: $34.95	Far West Laboratory for Educational Research and Development 1855 Folsom Street San Francisco, CA 94103
Shared Decision Making	Cooperative decision-making methods	5 six- to eight-hour training workshops and 3 one-to three-hour reading and discussion sessions	Administrators, teachers at K-12 levels	Manual containing leader and participant materials for eight training and discussion units	Self-organized workshops with leader and discussion groups; number of participants variable	Pre- and posttests provided with five workshops	Manual is $12.00 for ACSA members and $14.00 for nonmembers	Association of California School Administrators (ACSA) 1575 Old Bayshore Hwy. Burlingame, CA 94010

PROJECT LEADERSHIP

Content Focus Instructional program planning and staff development.

Type of Product One- to three-year, in-depth workshop training.

Availability Now.

Developer Association of California School Administrators (ACSA)
1575 Old Bayshore Hwy.
Burlingame, California
94010

Distributor Same. In conjunction with Educational Management Institute, c/o ACSA (address above), the program is available in other states.

Target Audience

Project Leadership (PL) provides training for district administrators and superintendents in the following management skills: confidence that others can make decisions; tolerance for diversity; respect for competences of teachers; ability to enable decisions to be made at the lowest possible level; and ability to provide a team-building environment.

The Association of California School Administrators (ACSA) provides the following introduction components: needs assessment, problem solving, administrative support, and assessment alternatives; also included are support materials such as a monograph called "Participative Management/ Decentralized Decision Making/Working Models" and an evaluation assessment instrument that provides the necessary background and information for identification of the above management skills. Participants should also be able to pass along the skills gained to others in their school or district.

Goals and Objectives

PL's goal is to provide in-depth training for district administrators that will provide them with skills and materials from a variety of agencies and sources. At the end of a three-year series of workshops and seminars, the participating team of two or three district administrators will have implemented in one or more schools in their district a field-tested set of procedures. These procedures should attain at least one high-priority educational goal of a selected school or of the entire district. Intermediate objectives to arrive at this final goal are first, the identification of one or more top-priority goals to serve as the focus for project activities; second, specification of a set of (a) planned procedures for attaining the goal, and (b) assessment procedures for determining whether the goal has

been met; and third, completion of field testing and evaluation of the planned procedures for arriving at the stated goal, and a description of modifications to be made as a result of the field testing.

The training is designed to enable administrators to develop and maintain expertise as leaders in reaching project goals and to determine what skills and expertise the support staff (teachers, teacher aides, secretaries, custodians, parents, students, community members, etc.) in their district need to further support the realization of project goals. Specifically, when the administrator has completed the program, he or she should be able to help the support staff to develop local evaluation criteria; involve the local community; gather evaluation data from the school; and determine the desired educational changes of local participants.

Materials and Equipment

PL provides a system for change utilizing programs from a wide range of sources, including agencies other than ACSA, programs developed by staff within participating school districts, and ACSA-developed programs.

The system begins with an introductory component booklet provided by ACSA that explains the program, its basic assumptions and goals, provides a list of support agencies and includes a 40-item self-assessment instrument designed to collect data regarding a person's understanding of educational management and to identify the appropriate entry level into the ACSA training programs. ACSA staff are available to make recommendations based on the data collected. Included in the assessment instrument are subjects such as goal setting and deriving objectives--who was involved and what was the degree of attainment; participative management and decentralization; interpersonal communications; school climate; assumptions about learning; problem solving and examining alternatives; monitoring and evaluating programs.

Some programs offered during the series are the Research Utilizing Problem Solving (see page 43) training program and the Ariole planning component from Center for Educational Policy and Management; Shared Decision Making Training from the National Cluster Coordination Center; Improving the School Climate from C.F. Kettering Foundation/Phi Delta Kappa; and the Far West Laboratory for Educational Research and Development's two units, Setting Goals and Deriving Objectives. This list is extensive and continually evolving as research and development provides new techniques and programs that can be utilized by Project Leadership. Two of the programs offered during the PL workshops--Determining Instructional Purposes and Shared Decision Making--are described on pages 28 and 65 respectively, of this *SourceBook*.

How to Use

PL is a cooperative program, ideally for three years with each contract running for one year, for California school districts contracting with ACSA. The program is available outside of California in cooperation with the Educational Management Institute.

Two- or three-person teams selected by their district represent it at two state workshops, regional training seminars, and four to eight satellite meetings per year. Participants are selected by the district on the basis of their expertise, as explained in "Target Audience." The seminars and workshops run three to five days, are organized and conducted by ACSA staff and outside consultants, and offer as many as 20 different programs for participants

to choose from. Prior to these meetings, ACSA staff will help the participant identify the areas most suited to his or her own needs and those of the school, based upon the data gathered in the assessment inventory (explained in "Materials and Equipment").

ACSA presently has 55 districts represented in California.

The sites for the workshops are determined by the density of participants signing up within a given geographical area, thereby cutting down on the traveling distance for the majority of participants.

Trainee Assessment

The majority of programs presented at the workshops and seminars include various types of instruments to measure change. For example, one program may provide specific pre- and posttests for trainees to assess specific skill gains; another program allots time for discussion and evaluation feedback. Each program provides its own specific form of evaluation.

Product Development and Evaluation

PL, now in its sixth year, is an outgrowth of a similar, successful Project Evaluation program for elementary school administrators.

Evaluation data indicates positive results from PL. The majority of administrators return to their districts and institute programs they have been introduced to during the workshop and seminar series.

Before being added to PL, programs were taken through a fairly extensive review process. This review consists of evaluation by ACSA staff, a subcommittee of educators, or experts in the field and extensive interviews with persons who have participated in the program or in field tests. If the combined attitudes of staff and interviewees are positive, ACSA includes the program in its offerings at the various workshops and meetings. The program must continue to show positive results based upon the ACSA evaluation and audit procedures.

Cost

The annual cost for a two-person team to attend the series is $1,500; for a three-person team, $2,500. This pays for any and all workshops attended. Participants must pay their travel, lodging, and personal expenses.

Comment

Project Leadership would seem ideal for districts that need vast changes in their system in order to meet accountability requirements or other problems. It would also be valuable for school districts that wish to involve parents and other members of the community in the process of change.

In addition to the advantages of interacting with administrators from other areas, PL introduces participants to a wide range of programs and provides them with necessary tools, skills, and information to return and institute programs within their district.

ERNSTSPIEL

Content Focus Communication problems caused by group planning and teaching.

Type of Product Flexibly scheduled, small and large group training.

Availability September 1974.

Developer Fran Thieman
Chet Bumbarger
Center for Educational
Policy and Management
University of Oregon
1472 Kincaid Street
Eugene, Oregon
97401

Distributor Same.

Target Audience

Ernstspiel is designed for teachers and administrators at elementary grade levels 1-6, specifically those involved in group planning, team teaching, and differentiated staffing. It has also been used successfully with groups such as boards of education, central office staff, and students at all levels from elementary to university. Entry level into training is not specified. However, the materials appear basic enough that anyone who is interested would benefit from participating in training.

Goals and Objectives

The major goal of Ernstspiel is to develop skills in verbal, nonverbal, and written communication.

It seeks to increase awareness that communication problems exist, to promote group cohesiveness through a common experience, and to illustrate that both cooperative and what the product calls "deviant" persons are important in the group planning process.

Materials and Equipment

The Ernstspiel kit contains eight packets, each covering a specific communication skill. The first six packets deal with the single concepts of "One-Way and Two-Way," "Tacit," "Non-Verbal," "By-Pass," "Overload," and "Written" communications; the last two with "Group Norms" and "Individual Versus Group." The latter two require the participants to use the knowledge and skills learned in the previous packets to solve more complex communication problems. All packets take the form of puzzles or games. The Center for Educational Policy and Management defines a puzzle as the individual reacting only to the materials, and a game as a group being required to function as a team.

Each packet has instructions for the leader, the necessary gaming and puzzle materials (enough for 40 participants), and master copies of participants' forms and worksheets for duplication, plus two cassette tapes and a filmstrip. Each uses a different number of participants in the actual training, and the remainder of the participants observe the procedures. The developers say the ideal number for training is 30; minimum 5, maximum 40. The leader's manual gives explicit instructions on how to organize the group, conduct the training, and question the participants in ways that will stimulate discussion and promote group- and self-evaluation. A summary of literature related to each communication skill is also included, along with a supplementary information booklet for the leader covering typical questions and problems he or she is likely to encounter, with suggested solutions and answers. For example, clues to the solutions of the problems are sometimes found in the reading, and the booklet tells the leader how the reading can be done to emphasize the clues. The booklet also provides anecdotes that the leader can tell in order to clarify the exercise.

How to Use

The developers designed the materials to incorporate both autotelic activities (enjoyable in and of themselves) and elements of the concept of "ernstspiel" (where play is taken seriously but has no lasting social consequence if one fails to win).

Ernstspiel is appropriate for workshops, preservice and inservice training, staff and faculty meetings, and staff development sessions. For preservice workshops it is recommended that the approximately eight hours of training be scheduled in no less than one week.

Each packet takes approximately an hour to complete, and the developers recommend that no more than two be presented per session. Although each packet is complete in itself and could be used as an individual training unit, the packets were designed as an integrated set and should be presented sequentially.

The leader must read and understand all of the materials. It is recommended that the leader have an assistant to hand out and collect papers so that he or she can be free for discussions and interaction.

The "One-Way and Two-Way" communication packet involves each participant as a communicator or receiver. The communicator, out of sight of the receiver, describes a geometric figure, which the receiver then draws. In one-way communication, the receiver cannot ask questions while drawing the figure. During the two-way communication practice, the receiver may ask questions of the communicator to further clarify what he or she is to draw. Each person summarizes his/her feelings on either a receiver's or communicator's questionnaire form, and then discussions follow to determine ways of improving communication skills.

"Tacit" communication usually occurs under constrained conditions and relies on the existence of specific bits of information held in common or inferred from the situation. For example, two people unable to communicate with each other must anticipate what the other would do in a given situation. To practice this skill, participants form teams with each person on each team having an unidentified partner on the opposite team. Each person must then answer questions and, given certain information, solve problems according to his or her guesses about the responses of the unknown partner.

In "Nonverbal" communication

one person copies a simple drawing and then passes it along for redrawing to another person, and so on down the line. The group studies the distortions and changes that occur from the first to the final drawing and discusses the weaknesses and advantages of nonverbal communication.

The "By-Pass" communication packet focuses on the error of treating all individuals alike and demonstrates the feelings of an individual being by-passed. Participants attempt to explain to each other various jargon, terminology, and statements and then discuss their success at it. Discussions center on the causes and effect of by-pass communication and how to analyze when, if, and to what extent you are getting your message across when speaking to an individual or to a group.

"Overload" communication demonstrates the frustration of attempting to absorb a large quantity of information in a short time. Participants listen to a recording that is overloaded with details and figures and then attempt to convey to another person what was heard.

"Written" communication requires each participant to write a 100-200 word description of a program of his or her choice prior to the training session. Participants identify the target audience to whom the writing is directed, then, with a formula provided, evaluate each description for its probable effectiveness in reaching the target audience.

"Group Norms" deals with the reactions of a person toward the behavior of a deviant member. Groups of five are formed for the purpose of developing lists of tasks that a teacher's aide would perform. Each group must follow the same rules and constraints, such as total agreement between members, etc. An observer for each group records on a form each time each member gives information, asks a question, is positive or negative toward another's ideas. The basic purpose is to demonstrate the value of a deviant in a group. A discussion follows to determine how well the groups worked together, reactions to deviant members, and methods for working with deviants.

In the "Individual Versus Group" packet, groups of five members each compete by playing a word game. Given a set of letters, members of each group must form different words using specific letters. Each member has a different set of letters he or she must use to make words. Each is dependent upon the other members of the group to form his or her required words, because letters must be exchanged. The cooperation of each member is essential if the group is to complete its task. Discussions follow about the advantages, disadvantages, and productiveness of working together and individually.

Trainee Assessment

The participants are able to evaluate their progress through the discussions that follow each activity in the packets. The questions provided to the leader are aimed at evaluating individual performance and group functions. Each person is asked to evaluate him- or herself, the group, and fellow participants. There are no formal test instruments.

Product Development and Evaluation

The Center for Educational Policy and Management is developing programs for six areas in which they feel training and information are needed: communication, planning, leadership, reaching agreements, socializing team membership, and initiating change. These areas were determined by research and a heavy and continuous flow of requests for help from educators

all over the country.

The need for improving communication resulted in the development of Ernstspiel. The focus of the materials is determined by the developers' belief that some form of team teaching, differentiated staffing, or multiunit operation will be the teaching method of the future. Ernstspiel was tested with 600 people in six sites from Florida to Oregon. The sites chosen represented a wide range of geographical areas. Pre- and posttests were developed by outside evaluators to gather formative and summative data. One instrument looked at usability of the materials and at attitude change. The second instrument focused on structural and behavioral changes. Pre- and posttest scores indicate higher posttest scores in social interaction and group problem-solving skills.

Because Ernstspiel materials were designed to be self-instructional, testing was carried out under three sets of conditions: (1) developers of materials at the Center for Educational Policy and Management conducted inservice training with work groups; (2) Center-trained leaders conducted the programs; (3) materials were used by leaders designated by an outside agency, the National School Development Council. Without the Center for Educational Policy and Management training, these leaders conducted sessions with intact work groups. In addition, a fourth control group who received no Ernstspiel training completed the evaluation instruments.

Cost

The kit is $94.75 and includes all games and puzzles for 40 persons, masters of forms for duplication, and one copy each of the leader's books. one kit can be used many times.

Comment

Ernstspiel seems fairly good at reaching its goals of increasing awareness of communication problems and promoting group cohesiveness through a common experience. Bringing participants together for autotelic and ernstspiel activities (see "How to Use") creates a relaxed, open atmosphere well suited to communication.

The "Group Norms" packet makes no provision for role playing; hence, it will not reach its goal of demonstrating the value of a deviant personality, unless such a person is already in the group. The packet implies that, in this instance, "deviance" suggests a more extreme position than simple disagreement with the majority.

Some of the exercises seem to emphasize a person's ability to memorize information, rather than his or her ability to communicate it.

The "Individual Versus Group" packet appears to successfully demonstrate both the difficulties of group cooperation and the necessity for it; it requires the completion of tasks that depend on individuals cooperating for the sake of the group.

Ernstspiel's content and flexibility appear to make it a good introduction to communication problems for those who do not know each other well and are about to undertake, or may already be involved in, group-oriented tasks; such tasks might be those required of curriculum planning committees or decision-making groups.

INSTRUCTIONAL DEVELOPMENT INSTITUTE (IDI)

Content Focus How to develop an instructional program.

Type of Product Five-day, multi-media workshop.

Availability Now.

Developer University Consortium for Instructional Development and Technology (UCIDT)

For a list of the UCIDT Directors see page 19.

Distributor University Consortium for Instructional Development and Technology
National Office
Instructional Media Center
Michigan State University
East Lansing, Michigan
48824

Target Audience

The Instructional Development Institute (IDI) workshop is intended for teachers, district level superintendents, assistant superintendents of instruction, principals and assistant principals, school board members, and curriculum content specialists, at grade levels K-12. IDI calls this group TABS: teachers, administrators, board members, and specialists. The ideal TABS distribution is

30-35 teachers (at least 2-3 from each school represented),
4-6 administrators (2-3 district level superintendents or assistant superintendents and 2-3 principals or assistant principals),
2-3 school board members, and
4-6 specialists-curriculum content areas, media.

In addition, participants in the workshop should be strongly interested in improving their schools and districts and be considered opinion leaders by their colleagues. The developers believe these qualifications are crucial to the program.

Goals and Objectives

IDI has two basic goals: first, to motivate participants to want to institute changes and new programs in their schools and districts; second, to provide training in the skills necessary for instituting change and new programs.

How to Use

The IDI is a 40-hour, 5-day workshop. The training follows a three stage model:

The first stage, define, consists of conducting needs assessment and identifying problems; analyzing current school conditions and pinpointing target student audiences; and organizing staff into management teams to determine tasks, responsibilities, and timelines.

The second stage, develop, includes preparing behavioral objectives; selecting appropriate teaching methods and instructional media; and constructing prototype (tryout) programs to reach the objectives.

The third stage, evaluate, consists of testing the prototype programs on specific student audiences; analyzing the results in terms of the original problem, the objectives set, and strategies and media used; and reviewing the steps in the process and deciding whether to implement the new programs or make further revisions.

Training is divided into seven, contiguous, related units. Unit 1, "The Context of Instructional Development," and Unit 2, "Introduction to the Instructional Development Process," introduce the participants to current innovations in education designed to strengthen existing programs. This is accomplished through a number of films and slides of case studies and participant handout materials.

Units 3, "Innovation-Interaction Game," and 4, "Problem Definition and Organization," provide training in all of the define skills. Unit 3 is a simulation which sensitizes the participants to human needs and problems which appear whenever change is undertaken in a school district. A workbook called Application of General Systems Theory to Instructional Development gives the participants heuristics for avoiding such problems. This workbook also gives participants further skills in problem definition and management organization, the topic of Unit 4. Other Unit 4 activities include slide/tape presentations emphasizing the need for systematic instructional design. The goal of Units 3 and 4 is to commit participants to systematic analysis as an approach to problem solving.

Units 5 and 6 are designed for participants to practice the develop skills. In Unit 5, "Specification of Objectives," participants complete a booklet entitled What You Always Wanted to Know About Performance Objectives but Were Afraid to Ask, and play a game entitled "Objectives Marketplace Game," both of which are designed to give practice in writing objectives. Following these two exercises, participants write behavioral objectives relevant to their particular instructional situations. In Unit 6, "Specification of Methods," participants learn to select the appropriate teaching strategies and instructional media to meet the objectives they have developed. The manual which accompanies Unit 6 is Selecting Instructional Strategies and Media. This manual and all others include examples, procedures for group and individual planning exercises, and brainstorming suggestions.

Unit 7, "Evaluation and Implementation," consists of a media presentation correlated to exercises in a workbook called Evaluation for Instructional Development. The workbook exercises are to be completed based on information stated or implied in the filmstrip. The workbook also includes an evaluation reference section for the participants to use after the workshop is over.

The institute concludes with a

multimedia presentation reviewing the instructional development process and emphasizing the ultimate benefits to students, the school, and the community when instructional development is used effectively.

The IDI is designed so that participants learn about the process of instructional development as they work on a real problem facing them in the classroom.

The IDI is conducted by a trained team of four persons for a group of 50 participants. This team can be provided by any one of the five institutions listed below:

Dr. Charles F. Schuller,
UCIDT Director
National Office
Instructional Media Center
Michigan State University
East Lansing, Michigan
48824

Dr. William Allen
Department of Instructional Technology
Room 801, Phillips Hall
University of Southern California
Los Angeles, California
90007

Dr. Jack Edling, V. P.
United States International University
10455 Pomerado Road
San Diego, California
92131

Dr. Donald Ely, Director
Area of Instructional Technology
Syracuse University
130 Huntington Hall
Syracuse, New York
13210

Dr. Mendel Sherman
Department of Instructional System Technology
Mitchell Hall
Indiana University
Bloomington, Indiana
47401

If desired, a large district can have a team of its own trained--a rather lengthy and expensive four-step process--to provide instruction to other members of its district staff. Such training would require (1) attending an IDI workshop as a participant; (2) attending a special, three-day workshop for IDI directors; (3) assisting at an IDI conducted by an experienced director; and (4) directing an IDI with an experienced director assisting.

Trainee Assessment

Progress in the institute is assessed through validated interest and attitude scales, four achievement tests, and a Prototype Specification Exercise workbook, which is evaluated by the institute staff and the participant's peers. Evaluation is provided by the institute staff in three follow-up visits 3-5, 8-12, and 16-24 weeks after the workshop is over. Summative evaluation data enables the consortium staff to evaluate participants' on-the-job performance and provide any additional assistance needed to implement instructional development practices.

Self-test exercises at appropriate points throughout the workshop provide the participants with feedback regarding instructional development concepts and procedures. Group activities and discussions also allow the participants to observe other teams at work.

Product Development and Evaluation

The Instructional Development Institute was developed by the University Consortium for Instructional Development and Technology (UCIDT); the membership is listed under "How to Use." Each of the units of the IDI was individually field tested and revised and then

tested together in four prototype institutes during 1970-72. This prototype testing was done with 50 TABS participants each time and was completed in school systems in Detroit, Phoenix, Georgia, and Minneapolis. By December 1974, approximately 400 IDI's reaching nearly 20,000 teachers had been held in school systems across the United States. In addition, about 70 agencies have been trained by UCIDT to conduct these workshops.

A UCIDT study of selected school districts in August 1973 showed that IDI was successful in motivating 80 percent of the participants to generate feasible plans for instructional improvement.

Costs

The materials for an IDI which trains 50 staff members can be purchased for $1,080 from the distributor. Trainer costs are $2,400, plus travel expenses and per diem, for a four-person team to come to your district for five days.

The school district is asked to provide meeting rooms, projection equipment, a projectionist and a small amount of secretarial and duplicating assistance.

Comment

The strong motivation and interest prerequisites for participants give the IDI the possibility of being an exciting workshop.

An important aspect of IDI is that participants are "turned on" to want to solve district problems. When IDI is completed, a core of trained personnel, who will seek to implement the plans for change generated during training and seek out new solutions to problems, should be available.

SETTING GOALS FOR LOCAL SCHOOLS:

Evaluator Training Program

Content Focus Goal setting.

Type of Product Training in goal-setting skills.

Availability 1974.

Developer James M. Morgan
Department of Research and Development
Cincinnati Public Schools
Cincinnati, Ohio
45202

Distributor Same.

Target Audience

This program is intended for school system evaluation specialists or central administrative personnel with a background in evaluation, such as evaluators assigned to local schools. It is recommended that participants should also have had graduate academic work in tests and measurements, introductory statistics, and sampling and survey methods.

Goals and Objectives

The training process is initially aimed at local school situations. The evaluators trained in this program will acquire the following skills: identifying the needs and problems of a school; cross-validating these problems with objective data and community surveys; translating high priority problems into goals for the school-community to pursue; and assisting the local school-community groups in conducting the goal-setting process for their schools.

The program depends on broad-based community involvement in the school. Using the personal concerns of the school-community groups as part of the training process, evaluators who participate in this program will be able to provide technical assistance to these groups in setting goals for their schools.

Materials and Equipment

The Evaluator Training Program is organized into 11, self-contained instructional units of varying lengths. Each unit covers one aspect of the goal-setting process:

"Community Participation in Local School Goal Setting";
"A Process for Local School Goal Setting";
"Group Techniques for Identifying School Problems";
"Analyzing and Clarifying School Problems";
"Using School Data to Identify and Validate Problems";
"Presenting School Data to School-Community Groups";
"Surveying Community Opinion: Constructing and Administering a Community Survey";
"Surveying Community Opinion:

Interpreting Survey Results";
"Translating Problems to Goals";
"Placing School Goals in Priority"; and
"Reducing School Goals to Objectives."

Slide/tape presentations are used throughout and are important to the success of the training; they are followed by readings on the subject presented, exercises based on what the the participants have seen or read, or both. Easy access to a slide projector, cassette tape recorder, and projection screen is therefore necessary.

The trainer's manual contains detailed instructions for organizing and conducting a workshop with this material. The first section gives a complete description of the training program, including the purposes and assumptions behind its development, the content of each unit, and how evaluation of the training is conducted. The second section contains specific instructions on how to conduct each unit of the training program. The third section has the training materials themselves.

How to Use

The training materials have been constructed so that the program is largely self-instructional and the trainer is primarily an instructional manager. The trainer oversees the preparation and sequencing of materials, coordinates the performance of exercises, and assists in discussions. The developers recommend that the person selected for this role have some experience in managing group training sessions; training in educational tests and measurements and sampling and survey methods; and a background in school-community relations.

All the participants do the exercise on group decision making in Unit I, which provides the experience of making decisions by consensus rather than individually. In Unit II, the goal-setting process and format of the training program are described in a slide/tape presentation; afterwards, the participants are asked to fill out an Entrance Skills Inventory, which is an inventory of their goal-setting skills. The results of their responses dictate the structure of the training. For example, if all or most of them are well experienced in a skill that is covered in a particular unit, then all or part of the unit will be omitted at the discretion of the trainer. The sequence of the units might also be changed, and the developers have specific recommendations when change becomes necessary.

Because the units vary in length and require different amounts of time for completion, the trainer has to determine the best way to program them. They can be done in three full-day workshops, five half-day workshops, or be scheduled once or twice a week. The developers recommend that the individual units not be scheduled more than one week apart.

The program will work best with a minimum of 8-12 persons and a maximum of 32. At certain points, subgroups of 4 or less must be used. They are given exercises, individual worksheets, or as a small group they assume the roles of parent, teacher, student, of staff; after completing these assignments, the small groups join for further discussion.

Trainee Assessment

Evaluation is based on immediate feedback. The participants may either read a printed passage or look at a slide/tape presentation. After doing an exercise based on what they saw or read, they receive immediate knowledge of their performance from suggested answers or in-group discussions. In

addition to self-evaluation, there is a pre-post self-rating scale which shows participants their growth in the skills covered in the program. The Entrance Skills Inventory taken at the outset gives participants an opportunity to see at what level they begin and to make a statement about their expectations for the training. The Exit Skills Inventory is completed at the end of the program. By comparing the two skills inventories, the participants see their progress and areas of weakness. They can review the units covering those areas that need strengthening.

Product Development and Evaluation

The Cincinnati Public Schools began work on the development of these training materials in 1972 with a grant from the National Institute of Education. An initial set of materials was pilot tested in the winter of 1972 with a group of ten evaluation and administrative personnel from the Cincinnati Public Schools. Based on this pilot test, a second version was produced and field tested with 25 guidance counselors in Cincinnati during the spring of 1973. Each group completed a formative evaluation which asked for ratings of the process and content of the unit and suggestions for improvements. Copies of the materials were also reviewed by professional educators in evaluation or community involvement. The Evaluator Training Program is the result of those reviews and tests.

Costs

Trainee's materials - $5.00 (each)
Trainer's Manual - $17.00 (includes cassette and slides)

Comments

The program assumes that goal setting is the first step in a systematic approach to change in local schools. After goals have been set, programs are planned to reach the goals, and then the programs are implemented and evaluated. The participants should be reminded that the program is limited to the development of clear and valid goals as the first step in local school program development.

The product related to this program is Setting Goals for Local Schools-Community Training Program. As the title implies, it is intended to train local school principals, parents, and members of school-community organizations in goal-setting skills, and follows a format similar to the Evaluator Training Program.

EDUCATIONAL GOALS AND OBJECTIVES

A Model Program for Community and Professional Development

Content Focus Strategies for developing community-based educational goals; training for professional staff in writing performance objectives.

Type of Product Both group materials for community goal-setting sessions and self-instructional workbooks.

Availability Since 1971.

Developer Keith Rose
Northern California Program Development Center
AJH 100
California State University
Chico, California
95926

Distributor Phi Delta Kappa
Eighth and Union Streets
Bloomington, Indiana
47401

Target Audience

The program is meant for district superintendents and district boards of trustees looking for a plan and materials to involve the community, school staff, and students in determining district goals and translating them into objectives. Among the persons the superintendent or board might wish to include in the goal-setting sessions are parents of school age children; representatives of school-affiliated organizations; ethnic and socio-economic groups; government organizations; business, service, religious, and cultural organizations; school board members, administrative staff, classroom teachers, and certified and classified personnel. The programmed course in writing objectives is intended for teachers of all grades and all subjects.

Goals and Objectives

The program was designed to determine the educational goals of the community and develop program objectives in keeping with them. Materials are included for inservice teacher training in writing the program objectives. Upon completing the training, the participant should be able to distinguish goals from objectives, identify the parts of a performance objective, and recognize and write three types and levels of objectives.

Materials and Equipment

The following materials are provided for planning and conducting community goal-ranking sessions and

for training staff to write objectives for selected programs.

An Administrator's Manual: Educational Goals and Objectives details alternative methods for selecting a committee of community representatives to rank district goals. It also suggests how the goal-ranking sessions might be conducted and how the training might be organized. Sample news releases explaining the program and sample letters asking community representatives to participate are included.

Goal-ranking materials are provided for 60 people, the recommended number of committee members. These include display boards, goal cards, discs, goal sheets, directions, summary and tally sheets, and instruments for rating current school programs. Sample copies, which the district can reproduce, are also available in Spanish.

The inservice training program consists of both individual and group activities. The participant's workbook, A Programmed Course for the Writing of Performance Objectives, contains sequential frames and exercises in writing objectives. These exercises are to be completed between meetings. The accompanying Instructor's Manual, in addition to providing guidelines for conducting the course, suggests group exercises. Group sessions with the instructor are also an occasion for explanation, review, and discussion. The sessions can be conducted in four weekly meetings for a total of eight hours of group instruction. Other features of the manual are a section on guidelines for organizing a program to develop objectives for each school, recommendations for establishing these objectives in the school, and a model for developing instructional sequences to meet the objectives.

Two items of equipment are recommended: an overhead projector to be used during the training course and an adding machine or calculator for the tally clerk who will compute the results of the goal ranking.

An audioslide orientation presentation, which may be borrowed from the distributor free of charge, also requires a projector and cassette recorder.

How to Use

The time span for the full program, from the first task force meeting to the presentation of objectives by school staff, is six months to one year.

Time needed in planning and preparation is approximately eight to ten weeks, including planning sessions and the selection of committee members.

The two community goal-ranking meetings take place about a week apart. The first meeting takes three hours; the second, two hours. Between 40 and 60 people should represent the community. Then, in groups of four, members attempt to reach a consensus on the ranking of the goals. After all the small groups have reached an agreement through discussion, the average for each goal score is computed and the results are reported to the members. One week later the committee meets again to assess how well the district's current programs are meeting the goals. With the assistance of school staff and students, the programs are rated on a scale and the results computed.

School staff members, either teachers or administrators, are needed to serve as monitors for each small group. Their function is to assist the group and clarify procedures whenever necessary. Prior to the first meeting, a half-hour training session is held for the monitors. A tally clerk is required to compute results at the

meetings and should be provided with a calculator or an adding machine.

A cadre of teachers experienced in writing performance objectives is selected to conduct the training course. These instructors review the program materials and set the schedule of instruction for a determined number of the district's teachers.

The training course requires four to eight hours of meeting time. If the participants meet once a week for two hours, the course can be completed in four weeks. In addition to attending the meetings, participants complete frames and exercises between sessions. One instructor is required for every 20 participants.

Actual development of program level objectives for the district's schools requires from two to six months, depending on the size of the district. Guidelines are provided in the materials.

Trainee Assessment

The programmed training materials allow continuous assessment. The participants complete the frames and check the correctness of their own responses against the answers in the workbook. The instructor reviews those activities for which there are no predetermined "right" answers, i.e., the objectives the participants write. Group discussion is an additional source of feedback.

Product Development and Evaluation

The three units of the Educational Goals and Objectives: A Model Program For Community and Professional Development were developed sequentially and field tested concurrently at various sites in Northern California.

Educational Goals and Objectives was revised and field tested in 15 school districts in Northern California between September 1971 and May 1972. A factor analysis of the results of goals-ranking was accomplished to verify the independence of the 18 goal category statements. Between October 1971 and June 1973, over 76 school districts and 2,498 individuals implemented the model program.

A Programmed Course for the Writing of Performance Objectives was developed in fall-winter 1971 to assist educators in implementation of Phase II of the Educational Goals and Objectives model (performance objectives). The course content was critiqued by a group of 15 administrators in February 1972 and then was extensively field tested and revised during March 1972-January 1973 in 18 Northern California school districts with 25 administrators and 248 teachers. The accompanying Instructor's Manual was field tested in the same 18 school districts concurrently with the Programmed Course. Results from the field testing indicated wide-spread acceptance and usability of the two programs in all implementing sites.

Program activities have been initiated in some 1800 districts as of September 1974. Participants have expressed satisfaction with the results and have indicated program usability in educational planning.

Costs

One "Goal Development Kit," costing $60, contains

- 60 display boards
- 60 cards of 18 goals
- 60 sets of discs
- 60 envelopes
- 60 sets of goal sheets
- 60 sets of directions, summary sheets, tally sheets
- 160 sets of perceived needs instruments
- 12 Administrator's Manuals: Educational Goals and Objectives
- 6 workbooks, A Programmed Course for the Writing of Performance

Objectives

Replacement materials may be purchased either separately or in a $28 kit containing

60 cards of 18 goals
60 sets of goal sheets
180 perceived needs instruments
15 sets of directions
2 summary sheets

Order forms listing costs for separate materials are included in the "Goal Development Kit." This kit includes six programmed workbooks and one instructor's manual. Additional training materials for participants and instructors can be ordered separately for $1.00 apiece.

Lists of consultants available throughout the United States can be obtained from the professors named below. Cost varies. Dr. Rose charges only travel and per diem.

Dr. Carroll L. Lang
California State University
Northridge, California 91324
(218) 885-2591

Dr. B. Keith Rose, Director
Northern California Program
Development Center
California State University
Chico, California 95926
(916) 342-1838

Comment

Educational Goals and Objectives is a total package, complete and self-sufficient. It contains all the materials necessary to conduct the program, from selection of community representatives who rank the district's goals, to the actual writing of program level objectives to match the goals.

It provides a range of alternative procedures for selecting the community group. The advantages and disadvantages of each alternative are discussed, including how each alternative is likely to be received by the community, how each may affect the policy-making power of the superintendent and school board, and how difficult each is to effect.

It appears that the program would be easy to adopt in a variety of school districts and that little change would be needed to put it to use. The developers recommend that for best results, few changes be made and that the procedures outlined be adhered to as closely as possible.

The developers make the following statement about the best use of their program:

The success of this program (and, conversely, its lack of success) depends upon several factors:

1. It is absolutely essential that administrators play an active role in securing the services of the community participants.
2. It is imperative that the members of the various task forces be competent in their understanding of, and ability to write, performance objectives.
3. The management procedures outlined in this booklet should be followed as closely as local conditions and educational policy permit.

DETERMINING INSTRUCTIONAL PURPOSES:

A Training Package

Content Focus Planning and selecting instructional objectives.

Type of Product Materials for conducting three, different two- to three-day workshops or for use in a regularly scheduled course.

Availability 1974.

Developer Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, California
94103

Distributor In California:
Association of California School Administrators
2212 Dupont Drive
Irvine, California
92664

Elsewhere:
Contact developer.

Target Audience

This program is for assistant superintendents, curriculum directors, principals, department heads and lead teachers involved in long-range planning and decision making at grades K-12. It is also appropriate for graduate students training for administrative credentials and positions.

Participants need not be proficient in instructional planning and management, but must be familiar with the operation of schools.

Goals and Objectives

The materials are organized into three units, each addressing itself to a specific task: setting goals, analyzing problems, and deriving objectives. The completion of a workshop in any one of the units, or of the three taken in sequence, would result in

setting goals--improved knowledge of and attitude toward deriving district goals; also, refining goals that reflect the preferences and needs of students, parents, and other school-

related groups.

analyzing problems--sharpened skills in identifying instructional problems and defining problems using existing and desired student outcomes; collecting information needed to analyze problems; and determining the validity and relative seriousness of problems.

deriving objectives--realizing the importance of deriving objectives as part of the goal-refinement process and ultimately translating goals into more specific statements of desired learning outcomes, i.e., into usable objectives.

Materials and Equipment

The materials for the workshop are contained in three separate units for trainees and a handbook for the workshop coordinator. The units and the handbook make up what the developers call the Purposing Package.

The training material in each unit is organized in separate modules consisting of reading assignments, input materials, worksheets, and written feedback. The three units, Setting Goals, Analyzing Problems, and Deriving Objectives, are printed on three-hole punched paper to fit standard size notebooks and are packed separately. Notebook covers are not provided.

The Deriving Objectives unit has a separate booklet, a programmed text, that is used in module three of the unit, "Analyzing Sets of Curricular Objectives."

A Coordinator's Handbook is printed on three-hole punched paper and completes the materials that make up the Purposing Package. The handbook contains a summary of the organization and content of each unit and can be used in the workshop with any one of them.

How to Use

The Purposing Package is designed so that participants function on their own, either individually or in groups, much of the time. A coordinator who acts as an organizer, guide, and monitor is essential if the training units are to achieve their intended results. This person, who should be an administrator in a school or district, or a professor for a university-based course, also has the option of selecting a training unit that is appropriate for the immediate or prospective job responsibilities of the participants, and, if more than one unit is to be used, he or she should determine the sequence of presentation.

The units are similar, but not identical, in organization and types of materials. They are suitable for an inservice workshop, or preservice training at the university level, for any number of groups of from three to six members, either as part of a regularly scheduled course or a special class or workshop.

The Coordinator's Handbook is a comprehensive and informative tool. It provides the coordinator with the necessary instructions for conducting the workshop, information on the development of the training units, and detailed instructions about each unit's activities. Setting Goals is divided into four modules, each covering a specific skill necessary for formulating a district goal statement. Analyzing Problems has six modules dealing with how to determine which of the many problems that instructional planners face most deserves their attention. Deriving Objectives contains four modules and focuses on how to translate goals into usable objectives.

A minimum of 10 to 15 hours is required for completion of each unit, with an estimated time of two to three

hours per module. The total time varies with particular groups depending on their motivation, level of skills, and how thoroughly they want to cover the material. Workshops can be either in small segments lasting from one to three hours or concentrated into a two- or three-day session. The Coordinator's Handbook offers suggestions for alternate scheduling of the program.

Trainee Assessment

Immediate feedback is provided in the self-test exercises by comparing the participant's responses with the suggested responses. Since worksheets are supposed to reflect team consensus, the work done by each individual is not considered complete until another team member has reviewed it. At the end of each module, teams exchange comments on the training activities and discuss problems they encountered. Effectiveness of the training session is revealed when acquired skills can be immediately translated into real-life situations.

The evaluation of overall performance of individuals, for purposes of grading or rating, depends on the setting of the sessions. The developers suggest giving additional assignments individually, so that the participants can use the process learned in real-life school situations of their own choosing and write a paper describing the process used. Enough time should be allowed for the participant to absorb the skills covered in the unit(s) before the assignment is due.

Product Development and Evaluation

The three units of the Purposing Package were developed concurrently, but field tested independently at different sites. Setting Goals was field tested at three school districts as an inservice workshop, and at two universities. Between October 1971 and February 1972, a total of 74 persons participated.

Analyzing Problems was field tested at a university on four different occasions with 44 participants from March to July, 1971. Pre- and posttests were given to evaluate trainee achievement of skill objectives. Tests were identical in content and required between two and three hours to complete. Results were judged by independently trained raters who were unaware of the field test design.

Deriving Objectives was field tested in the same cycle as the other two units. The main field test was conducted at five sites between October 1971 and March 1972; 12 to 168 persons from graduate schools of education, school district inservice programs, and professional organization workshops participated at each site. The coordinators for the field tests were the Far West Laboratory staff and on-site professionals. Affective data were gathered to determine the acceptance and value of the training unit. The analysis of the findings showed it had more than satisfied the affective requirements for its target audience.

Costs

Unit 1, Setting Goals	$8.95
Unit 2, Analyzing Problems	$8.95
Unit 3, Deriving Objectives	$8.95
"Sample Kit" (sample pages of each unit)	$1.00

A check or money order must accompany each order. California residents should prepay applicable sales tax.

Comments

Each unit is a self-contained training tool designed to incorporate into the course or workshop as many facets of an actual school setting as possible. The Setting Goals unit demonstrates how establishing priorities lays the foundation for sound decisions about allocating time, money,

and energy. The simulation materials provide a common working base for participants from different school backgrounds, and some of the exercises project anticipated community input.

From Analyzing Problems the participants learn long-range planning techniques, but the unit is not designed to deal with crisis or confrontation situations. The advantages of the approach include (1) effective use of resources by treating problems in order of priority; (2) the establishment of realistic goals and objectives from which student outcomes become clearer; and (3) communication to the community of the school's order of priorities.

The flexibility of Deriving Objectives encourages participants to approach exercises critically and to challenge the developer's suggested responses. The time needed to complete the program is determined by participants and coordinator and depends on how intensively they plan to study the materials.

INTERPERSONAL COMMUNICATIONS

Content Focus Interpersonal communication skills; group and organizational conditions affecting communication.

Type of Product Inservice workshop training materials emphasizing group activities.

Availability Since October 1972. Five-year copyright expires October 1977.

Developer Charles Jung and others
Northwest Regional
Educational Laboratory
Lindsay Building
710 S.W. Second Ave.
Portland, Oregon
97204

Distributor Xicom, Inc.
RFD 1, Sterling Forest
Tuxedo, New York
10987

Target Audience

The workshop materials were designed primarily for K-12 teachers in all subject areas but can also be used by principals, superintendents, assistant superintendents, counselors, curriculum specialists, and paraprofessionals--in fact, by any school group striving for improved communication. Other groups who have used the product are college professors, state education department personnel, and high school students. The materials are especially useful for staff members engaged in collaborative activities such as group planning, team teaching, modular scheduling, and differentiated staffing. No previous training is required of participants.

Goals and Objectives

The workshop is intended to increase the participants' knowledge of communication processes and of various groups and organizational conditions affecting communication. It is also intended to help participants recognize and deal with these processes and conditions in their own school. In addition, the workshop should heighten each participant's awareness of his or her own personal style of communicating and should improve communication skills through practice in group activities.

Materials and Equipment

The training program consists of 20 instructional units made up

of sets of handout sheets, taking approximately 90 minutes a unit to complete. Films accompanying some of the units either demonstrate the skills being learned in that unit or illustrate a situation where they are needed but absent. With the exception of the introduction and test units, each unit concentrates on specific concepts.

Unit 1 - "Introduction" provides a survey of the entire program and a film showing three teachers at cross-purposes. After watching the film, participants discuss the kinds of communication problems they observed.

Unit 2 - "Paraphrasing." In this unit participants practice orally paraphrasing spontaneous statements made by others on the team. Paraphrasing helps to clarify one's understanding of what others are trying to communicate.

Unit 3 - "Behavior Description." Participants describe one another's actions as specifically as possible without making assumptions about the other person's motives, attitudes, or attributes.

Unit 4 - "Description of Feelings and Perception Check." The unit presents criteria for describing one's own feelings accurately and verifying one's perceptions of others' feelings. It involves analyzing statements, completing written exercises, and discussing given examples.

Unit 5 - "Nonverbal Communication and Perception Check." Participants learn to recognize and interpret nonverbal cues, such as gestures and facial expressions. They discuss the effects of their own nonverbal cues. They observe nonverbal behavior, report their observations to each other, and become more familiar with their own responses by recalling how they reacted in particular situations.

Unit 6 - "The Concept of Feedback" details techniques for sharing reactions to each other's behavior. Participants request that their team members react to specific behaviors; each person attempts to use the techniques for sharing reactions set forth in the unit.

Unit 7 - "Expectations and Communication" cites the effect expectations have on how one interprets messages and considers phenomena such as the "self-fulfilling prophecy." In one of the exercises, half the group is given a favorable description of a character they are about to see in a film, and the other half is given an entirely different, unfavorable description of him. The exercise shows how a preconception of a character can influence one's view of his actions.

Unit 8 - "The Interpersonal Gap" discusses the differences between one's intentions in communicating and the actual effect produced. Examples are given of situations in which intentions and effects are highly disparate. Participants describe how they would react in given situations and why.

Unit 9 - "The Effects of Feelings." The importance of recognizing and dealing with emotions honestly is the subject of this unit. After watching a film in which anger, admiration, and helplessness are expressed, pairs of team members discuss how they would have behaved in each role and suggest alternative ways for communicating the same emotions.

Unit 10 - "Matching Behavior with Intentions" examines the problem of achieving agreement between intentions and behavior. In this unit, participants identify their own intentions toward other team members and consider how they might convey these intentions.

Unit 11 - "Open Communication:

Freeing and Binding Responses." These materials explore the conditions that foster openness, trust, and good communication and those conditions that foster suspicion, mistrust, and loss of autonomy.

Unit 12 - "Communicating about Interpersonal Relationships." This unit explains the "Circular Process Model," a construct representing psychological variables influencing communication. Variables include self-image, preconceptions about the other person, personal tendencies to certain types of behavior, perception and interpretation of other people's behavior.

Unit 13 - "Roles and Patterns of Interpersonal Communication." These materials call attention to the influence of roles on how information is sought, conveyed, and received. Participants analyze the patterns of communication that have developed in their teams.

Unit 14 - "Norms and Communication" concerns the adaptation of behavior to a situation. Participants take note of the frequency and types of exchanges within their group.

Unit 15 - "One-and-Two-Way Communication" defines "direction" in communication: "In a one-way process, A communicates with B... In a two-way process, A communicates with B; and B, in turn, also has the opportunity to communicate with A." In the exercise, one member of the team describes two geometric figures to his or her teammates without displaying the figures or using hand gestures. In the first trial, the listeners may not ask questions; in the second, they may. The accuracy of guesses about the figures and levels of frustration are recorded.

Unit 16 - "Communication Patterns in the School Building." This deals with formal and informal patterns of communication and the ways in which different people aid or hinder communication in a given situation. Participants analyze communication patterns in their own school.

Unit 17 - "Communicating Under Pressure." The unit consists of an exercise in which teams must solve a problem demanding cooperation. Each team member has some of the information needed to solve the problem, but no one person has enough to solve the problem alone.

Unit 18 - "Assessment of Knowledge." Participants assess their progress in the program in two ways. First they take a content test on the preceding units. Second, participants rate themselves and are rated by their teammates on their skills.

Unit 19 - "Improving My Skills." Participants design a personal learning situation with three elements: the skill selected for improvement, the situation in which it will be practiced, and the means of assessment.

Unit 20 - "Developing Support for Continuous Learning." Headings in this unit are "Setting Goals for Improvement" and "Developing Support for Continuous Learning." The latter suggests how participants may develop helping relationships in which they may continue to improve their skills.

Appendices containing the scripts of the films and audiotapes follow the units.

How to Use

The 20 units of the program are arranged sequentially and build upon each other. For this reason,

it is not recommended that units be skipped, taken out of order, or that the workshop be condensed. Participants should be present for all sessions. Most exercises are team endeavors, and full team participation is essential for their success.

Best results are obtained when entire school staffs participate in the workshop. Gains in rapport and cooperation and improved communication can thus be carried over to the school setting. Conflict and obstruction by nonparticipating staff can be avoided.

Whenever possible, the 20 units should be covered in five consecutive days, four units each day. Other arrangements might be two sessions held one week apart, each lasting two and one-half days; a one-day session per week for five weeks; or daily meetings after school until the units are completed. The time schedule should be agreed upon by all concerned prior to the workshop.

The number of participants can be as few as 12 or as many as 36, with 24 the recommended size. In any case, the total number should be a multiple of six. Exercises require six members to each team. Fewer than six is unworkable and more is unwieldy. Whenever the number of participants cannot be divided into groups of six, however, it is better to have seven or eight on a team than to have less than six.

The leader should be someone who has already participated in the workshop at least once and thoroughly reviewed the material in each unit. Further training or expertise is not necessary. The leader serves more as a coordinator and guide than as an instructor. Beginning leaders should work in teams of two with no more than 12 participants. In larger groups, the novice leader should work with an experienced leader.

Workshop activities include reading printed materials, completing written exercises, watching and discussing films about school interactions, listening to an audiotape, and engaging in numerous group exercises. These exercises are the core of the workshop. Through the exercises, participants experience and resolve communication difficulties, increase perception of their own and others' communication styles, and develop communication skills and techniques. Exercises include paraphrasing what another participant has said until he or she agrees that the message has been understood; describing other people's verbal and nonverbal behavior nonjudgmentally; and activities such as describing diagrams without displaying the diagram or using gestures. This last exercise illustrates the importance of nonverbal expression in total communication.

Trainee Assessment

A brief pretest precedes use of the materials, and short fill-in and multiple choice self-tests accompany each unit. Unit 18 is the posttest for all the preceding units. All test instruments serve as a quick review and summation. Answer keys are provided.

Major means of evaluation are assessing one's own effectiveness in the practice sessions and receiving feedback from other participants.

Product Development and Evaluation

Interpersonal Communications was developed at Northwest Regional Educational Laboratory over a three-year period. Dr. John Wallen wrote the initial materials, based on information from the National Training Laboratory Institute for Applied Behavioral Sciences. The training design draws on the work of the Center for Research on the Utilization of Scientific Knowledge, University of Michigan. Materials and training procedures were integrated into an instructional system by a three-

member team at Northwest Laboratory and, in cooperation with Xicom, Inc., audiovisual materials were produced. After a series of field trials and a major field test, the materials were revised.

Results of seven field tests with 167 participants in various parts of the country indicate the following rates of achievement:

Recognize descriptions of behavior--89%
Paraphrase--90%
Recognize a perception check--84%
Discriminate among descriptions of behavior, descriptions of feeling, and expressions of feeling--72%
Know appropriate guidelines, for giving feedback--74%
and receiving feedback--84%
Recognize norms--95%
Discriminate among paraphrase, feedback, and perception check --71%
Demonstrate a rudimentary knowledge of the circular process, factors affecting open and closed communication, the consequences of one-way and two-way communication, and the "Do-Look-Learn" model of learning--75%

Affective responses include:

Offering new insights, new ways of viewing old problems--87%
Spoke to important issues, vital concerns--78%
Gained new insights about my style of communicating--85%
Ideas, skills, methods can be used immediately--89%
Provided real "how to" help for my actual work--85%
Plan to use the ideas, skills and/or materials presented in this workshop as an integral part of your work--94%

Comment

The possible benefits of the instructional program are far-reaching. These techniques show promise for improved group problem solving and crisis intervention. Instructional programs can take on new life when innovations are shared and new ideas and solutions are generated by group energy. Collaborative endeavors such as team teaching and differentiated staffing can become more effective. Communication with the school board, parents, and the community as a whole can be upgraded. Finally, enhanced communication in the classroom--better instruction and greater understanding between student and teacher--is the ultimate benefit.

Costs

Required Items	Quantity Needed	Cost Per Item	Replacement Rate
Leader's Manual	*See below	$15.00	Reusable
Participant materials	One set per participant	$11.00/set	Consumable
Nine 16mm black and white sound films; one audiotape	One set	$175.00/set	Reusable

*Note: May have one experienced leader for groups of from 6 to 36 members (24 members recommended size). Novice leaders should not be assigned more than 12 participants unless working with an experienced coleader.

If training is to be conducted during the school year, it may be necessary to consider the cost of released-time and pay for substitutes (30 hours per participant).

PRENTICE-HALL TEACHER COMPETENCY DEVELOPMENT SYSTEM

Content Focus Staff development in curriculum, instruction, and evaluation skills.

Type of Product Twenty-six self-instructional booklets

Availability Since 1973.

Developer W. L. Popham
Eva L. Baker
Graduate School of Education, UCLA

Distributor Prentice-Hall, Inc.
Englewood Cliffs,
New Jersey
07632

Target Audience

The product has been used for inservice staff development at the elementary, secondary, and college levels. It has also been used as part of preservice teacher training at universities and colleges. It has not been used in training administrators but could be part of an inservice program for research and development personnel who write instructional materials.

Goals and Objectives

The goals of the system are threefold: to assess the teacher's present competences and diagnose areas where development is needed; to set goals for these specific areas and supply materials to fulfill them; and to evaluate the achievement of individual goals and general program goals.

Each of the 26 self-instructional booklets has its own set of behavioral objectives.

Materials and Equipment

The primary instructional material of the Prentice-Hall Teacher Competency Development System is contained in 26 self-instructional booklets. The components of the product are as follows:

The Administrator's Guidebook describes the system, various approaches for installing and using the programmed materials and testing instruments, and additional resources to complement the system. The appendices contain descriptions and objectives for each of the 26 self-instructional booklets, two self-reporting measures to evaluate a teacher training program, and the scoring keys for the testing materials.

The 26 self-instructional booklets are divided into three main content areas: curriculum, instruction, and evaluation. Each programmed booklet contains behavioral objectives, practice exercises, a mastery test, and answers. These booklets are complete in themselves and can be used in any arrangement. Below are the titles and a descriptive statement about each

booklet.

Curriculum

1. Educational Objectives enables the reader to distinguish between behavioral and nonbehavioral objectives and to revise nonbehavioral objectives into performance terms.

2. Selecting Appropriate Educational Objectives helps the reader distinguish between three kinds of pupil behavior and develop a positive attitude toward behaviorally stated objectives.

3. A Curriculum Rationale explains a plan for developing objectives.

4. Deciding on Defensible Goals Via Educational Needs Assessment acquaints the reader with a specific procedure for determining educational goals.

5. Humanizing Educational Objectives describes ways to generate and implement nonmechanical, "humanistic" objectives.

6. Identifying Affective Objectives describes a strategy which identifies measurable affective objectives.

7. Defining Content for Objectives describes and promotes the idea of content generality in objectives.

8. Establishing Performance Standards identifies specific achievement expectations to be included in objectives.

Instruction

9. Analyzing and Sequencing Learner Behavior provides practice in analyzing objectives and formulating entry and en route behaviors.

10. Appropriate Practice enables the reader to distinguish between different kinds of pupil activities and write out learning activities that match them.

11. Knowledge of Results describes the type of practice situations in which the learner has an opportunity to determine whether he or she is right or wrong.

12. Perceived Purpose describes four techniques that can be used to promote suitable learning activities.

13. Instructional Tactics for Affective Goals emphasizes the importance of affective goals and describes techniques to achieve them.

14. Written Plans for Classroom Instruction describes two types of written instructional plans: the teaching unit and the lesson plan.

15. Individualizing Instruction distinguishes between individualized objectives and individualized instructional procedures and describes three short organizational patterns needed in individualized instruction.

16. Discipline in the Classroom offers six rules to guide teachers in maintaining classroom discipline.

17. Opening Classroom Structure describes characteristics of the open classroom and suggests ways to implement an open structure in particular situations.

18. The Teaching of Reading discusses an empirical approach to reading, describes objectives and instructional activities illustrating this approach, and provides practice in writing test items that measure reading skills.

Evaluation

19. Evaluation discusses evaluation of student achievement.

20. Current Conceptions of Educational Evaluation familiarizes the reader with some of the contrasting theories of contemporary educational evaluators.

21. Alternative Avenues to Educational Accountability describes three educational accountability strategies: personal, professional, and public.

22. Modern Measurement Methods describes criterion- and norm-referenced testing techniques and shows the reader how to decide which is more appropriate in a given situation.

23. Writing Tests Which Measure Objectives provides procedures useful in generating test items that measure objectives.

24. Constructing Teaching Performance Tests describes the rationale and characteristics of effective teaching performance tests.

25. Using Teaching Performance Tests describes the role of and promotes the use of teaching performance tests.

26. Instructional Supervision: A Criterion-Referenced Strategy describes the role and activities of an instructional supervisor who uses a criterion-referenced strategy.

A Diagnostic Test contains test items relating to each of the self-instructional booklets. It is used to help a teacher determine the areas of instruction he or she should develop.

A Comprehensive Mastery Test covers all of the competences taught in the booklets. It is used at the end of the instructional program to assess teacher's attainment of objectives.

A Personal Profile Sheet provides the learner with an individual progress record of his or her performance on the Diagnostic and Mastery tests. An optional resource that complements the system is a textbook, Systematic Instruction, written by the developers of the system, Popham and Baker. Aimed at teachers, this text provides the fundamentals of instructional decision making.

There are separate audiovisual materials which can be coordinated with the product or used separately. These materials consist of 30 filmstrip-tape programs that cover the same content found in the booklets plus four other topics:

"Teacher Aides in the Classroom" prepares teachers and aides in the use of paraprofessionals in the classroom;

"Systematic Instructional Decision Making" provides an overview of a consequence-based instructional model;

"Alternative Measurement Tactics for Educational Evaluation" describes a four-category system to use in generating measurement plans;

"Experimental Designs for School Research" describes formative and summative evaluation designs.

Each of the 30 programs includes color illustrated filmstrips of 30-40 frames, accompanying audiotape narration of approximately 30 minutes, an instructor's manual which suggests techniques for use, statement of objectives, reports of validation studies on program effectiveness, a copy of an optimal response sheet to be used as the program is viewed, and a copy of the pre- and/or posttest measuring the program's objectives.

How to Use

The instructional materials (26 booklets) and the testing materials (Diagnostic Test, Mastery Test) can be used with or without an administrator or coordinator. If a coordinator sets up and administers the training program, the Administrator's Guidebook suggests a variety of approaches for managing and administering the instructional and testing materials. If there is no coordinator, the Guidebook can be consulted by an individual teacher for the following information: suggested ways to use the booklets, names of additional resources, and scoring the Diagnostic and Mastery Tests.

The instructional booklets can be used separately or in any combination. Each booklet or module is programmed, 15 to 25 pages long, and requires about 30 to 60 minutes to complete. The booklets can be used in an unstructured or highly structured program, depending upon the needs of the users. One sequence in which the modules could be used is according to

the three main content areas (see Materials and Equipment).

A sequence that could be used to teach affective objectives is

4. Deciding on Defensible Goals Via Educational Needs Assessment;
5. Humanizing Educational Objectives;
6. Identifying Affective Objectives;
13. Instructional Tactics for Affective Goals; and
17. Opening Classroom Structure.

Modules which have relevance to teaching reading skills are

1. Educational Objectives;
9. Analyzing and Sequencing Learner Behavior;
10. Appropriate Practice;
11. Knowledge of Results;
18. The Teaching of Reading;
22. Modern Measurement Methods; and
23. Writing Tests Which Measure Outcomes.

Trainee Assessment

The Diagnostic Test is a short test taken at the beginning of the program. The items are divided into content sections that correspond to the information in the booklets. The results of this test indicate what booklets should be read to improve needed skills. Each booklet contains a mastery test and answers. When a teacher finishes all the booklets, he or she takes the Comprehensive Mastery Test, which is longer than the first test and covers all the competences taught in the 26 booklets. If the teacher uses only some of the booklets, he or she can select the items in the Mastery Test that relate to those booklets. A Personal Profile Sheet is provided for each user to keep a record of progress on the Diagnostic and Mastery tests. The scoring keys to these two tests are in the Administrator's Guidebook. In addition to these testing techniques, there are two brief self-report measures that may be used to evaluate the success of a preservice or in-service teacher training program.

Product Development and Evaluation

Each of the modules was developed independently and empirically over a period of ten years and later incorporated into a total system. Field tests were conducted with inservice and preservice teachers in groups ranging from 15 to 150 members. An outside consultant firm conducted a marketing analysis survey for Prentice-Hall to determine user reaction to the whole system. A random sample of purchasers were interviewed by telephone. Highly favorable reviews were received from school systems using the system for inservice programs. There were isolated negative responses from college, teacher-education programs complaining that the system was repetitive and simplistic. Prentice-Hall is negotiating to have field testing done on the total Teacher Competency System.

Costs

The system can be purchased in a package called a Starter Set for $199.95. This set includes the Administrator's Guidebook, 12 copies of each of the 26 self-instructional booklets, and 12 copies each of the Diagnostic and Mastery Tests and Personal Profile Sheet in an open display box. A copy of Systematic Instruction is also included in the package. The minimum purchase number of booklets and testing materials is 12. Separate prices for each component of the package are

12 copies of a booklet	$7.95
Administrator Guidebook	$7.95
12 copies of Testing Materials (Diagnostic and Mastery Tests, Personal Profile Sheet--36 pieces total)	$7.95
Systematic Instruction	$5.95

The filmstrip-tape programs are sold by the developers of the product and not by the distributor. Each filmstrip-tape program costs $18.00. A discount of 5% is given on orders of 10 or more. These programs can be obtained from Vimcet Associates, Inc., P. O. Box 24714, Los Angeles, California 90024.

Comment

School administrators should know about this system for possible use as part of inservice or pre-service teacher training. The system seems to have effectively helped teachers increase their skills. Results of the user survey showed that teachers responded favorably to the system and felt it increased their teaching skills. The schools that have used it have been able to adapt it to their particular teacher's needs. The programmed booklets are small, short, easy to use, and do not seem to be as threatening as a textbook. The developers of the system have responded to a current educational need and have met this need with a certain measure of success.

RESEARCH UTILIZING PROBLEM SOLVING (RUPS)

Content Focus Teamwork skills, data-gathering techniques, and problem-solving skills.

Type of Product Materials for conducting instruction as an inservice workshop or university course.

Availability Copyright 1970, Northwest Regional Educational Laboratory.

Developer Charles Jung and others
Northwest Regional
Educational Laboratory
400 Lindsay Building
710 S.W. Second Avenue
Portland, Oregon
97204

Distributor Commercial-Educational
Distributing Services
P.O. Box 3711
Portland, Oregon
97208

Target Audience

The Research Utilizing Problem Solving--Classroom Version was designed for school administrators at all levels and classroom teachers of all subjects and grades. The Administrator's Version is intended specifically for administrators.

Goals and Objectives

The purpose of the training is to provide teamwork skills, techniques for retrieving and applying information, and skill in defining, analyzing and solving problems. The training develops the following competences:

Applying four guideline criteria for writing a problem statement;
Paraphrasing in interpersonal communications;
Using the force field diagnostic technique;
Selecting and creating instruments for data gathering;
Diagnosing teamwork relationships;
Spotting and analyzing major results of data collected;
Identifying one's personal style of operationalizing dimensions of teamwork behaviors;
Utilizing concepts and skills of giving and receiving feedback;
Using criteria for deriving implications from research findings;
Brainstorming action alternatives

to meet implications derived from findings;
- Applying guidelines for planning and implementing action alternatives;
- Identifying and evaluating small group dynamics;
- Planning a back home project;
- Evaluating solution plans; and
- Conducting a back home RUPS project.

Materials and Equipment

There are two versions of the Research Utilizing Problem Solving (RUPS) materials: a Classroom Version intended primarily for teachers, and an Administrator's Version designed especially for school administrators. Both provide instruction in the problem-solving process and in teamwork skills. They differ in the sample problems and simulations presented. The Administrator's Version presents typical interpersonal and organizational problems that interfere with the proper functioning of the school. The examples in the Classroom Version deal with in-class interpersonal relations and their effect on learning.

The exercises utilize a running simulation in which participants "assist Mrs. Jones" in solving her problems. In the Administrator's Version, Mrs. Jones is a principal in the participant's school district. Having discovered that the participant has just returned from a workshop on school problem solving, she approaches the participant for help in solving her difficulties with her faculty: lack of communication and mutual support among the teachers. In the Classroom Version, Mrs. Jones is a teacher whose students apparently don't want to learn. The simulation provides a context for developing and practicing teamwork skills and skills required in the Research Utilizing Problem-Solving (RUPS) process.

The instructional materials for the students are divided into 16 subsets, each of which provides instruction, exercises, and a brief test. In the leader's manual, each subset is preceded by an instructional strategy which includes directions to the leader on what to do next, a listing of materials needed, timing, directions for participants, statement of purpose and objectives for the subset, and rationale for the procedure.

Accompanying materials are the simulation audiotapes and the booklets discussing the value, selection, and design of diagnostic instruments--Diagnosing Professional Climate of Schools is used with the Administrator's Version and Diagnosing Classroom Learning Environments with the Classroom Version. One of the audiotapes is keyed to each version.

How to Use

Continuity is important in setting up the workshop. It is best to cover the first 14 subsets in a five-day workshop and have two three-hour follow up sessions approximately three and six weeks after the workshop. Another possibility is to plan two blocks of two and one-half days each, scheduled one week apart, in which case the follow up sessions would still have to be arranged.

Group size is also important. It is advisable to limit the group to 24 participants. Thirty is the absolute maximum. The total group will be divided into six member teams and many exercises are designed for trios and sextets. Teams may number seven or eight when absolutely necessary.

Training is most effective when all participants are volunteers, attend all sessions, and have a clear understanding of the content and purpose of the workshop.

Leaders should have experienced the training before attempting to conduct a workshop. Prior to the workshop the leader should review the materials, but beyond this he or she needs no further preparation. The role involves guidance rather than instruction. Participants learn chiefly from each other. Preferred leader-participant ratio is 1 to 24. However, new leaders should work with no more than 12 participants.

One of the leader's duties is to prepare large newsprint sheets bearing the workshop agenda and important points that have been covered during the workshop as it progresses. The leader also distributes the materials, clarifies instructions, operates the tape recorder, keeps time for exercises, and sometimes leads group discussions. Materials should be arranged in advance of the meetings. Leaders prepare the charts used ahead of time. The room should be large enough to allow participants to meet in groups of three and six without interfering with each other's discussions. Chairs and tables must be moveable for frequent rearrangement.

RUPS Process

The use of the materials requires an understanding of the RUPS process. RUPS is a five-step, problem-solving process emphasizing careful analysis and planning before taking action. The phases of the process are (1) identifying the problem; (2) diagnosing the problem situation; (3) formulating action alternatives; (4) planning for action; and (5) planning a community RUPS project.

The process may draw on two sources: scientific knowledge and knowledge of the particular educational setting. The former includes theory, research findings, and methodology; the latter, information about priority needs, resources, and existing innovations. Data-gathering methods are presented in the unit on diagnosis but may be used at any point in the process.

Problem identification is the first step in the process. This requires specifying the essential elements of the problem situation. Participants analyze problems by using the guidelines provided. They work on simulation problems, problems they've experienced in the workshop, and problems they would like to solve in their school setting.

The second step is diagnosis. Using a technique known as "force field analysis," the participants analyze the problem situation to determine what forces are working for and against a solution to the problem. If more information about any of these forces is needed, the participants can either turn to extant research or undertake new research. Different data-gathering techniques are briefly described in the participant materials and are discussed at greater length in the booklets, Diagnosing Professional Climate of Schools, used with the Administrators' Version and Diagnosing Classroom Learning Environments, used with the Classroom Version.

In one typical exercise, participants write a force field for Mrs. Jones' problem. After ranking the forces, participants select a force on which more information is needed, determine possible sources of information, and select or design two data-gathering techniques. Some of the participants invent responses to the data-gathering instruments. Then the team considers the usefulness of the "data" collected, the efficacy of the data-gathering techniques, and whether there might be better ways to collect the desired information.

The next step is the formulation of action alternatives. To do this, the participants first derive implications about the particular situation from the data. These implications suggest what the objectives should be. The alternatives are the specific recommendations for achieving the objectives. The group tries to think of as many alternatives as possible before settling on a plan of action.

In the fourth step of the process, the participants consider five resources available to them when planning for action: force-field analysis, management considerations, helping relationships, scientific knowledge, and self-initiation skills. The meaning of these terms is explained in the handout materials given to the participants. Exercises are provided that apply two of these resources, helping relationships and management considerations, to Mrs. Jones' problem. After some consideration of additional data-gathering tools and the dynamics of a small group, the participants enter on the final phase of the process: planning community RUPS improvement projects.

The two follow up sessions are entirely concerned with these projects. Participants meet to assist each other in analyzing their progress and plans. During these sessions, they explain their plans for the next steps of their projects. They criticize each other's problem statements, force fields, data-gathering designs and results, action plans, and outcomes. Criteria are provided for reviewing each other's work. During the second session, the participants also consider how to maintain change once it has been achieved and improve the sharing of ideas and support.

Another major area of concentration in this product is teamwork skill building. Skills learned include paraphrasing, giving and receiving feedback, recognizing one's own style of communicating, analyzing small group dynamics, developing supportive relationships, and group planning. Instruction in communication skills and the RUPS process are intermingled. Many of the exercises provide practice in both at the same time. For example, in one exercise team members work together--using paraphrasing, listening, and helping behaviors--to develop a force-field analysis of their teamwork relations. The communication techniques are essentially those taught more intensively in Northwest Laboratory's Interpersonal Communications training package (see pages 32-37).

Trainee Assessment

Brief multiple choice tests follow each subset. Answer keys are printed on the reverse side of these tests.

For the most part, however, assessment is informal. Participants may assess their own understanding of the concepts by attempting to put them into practice in the exercises. In each team, participants react to their teammates' performance in the activities. Each team, in turn, is observed by another and receives feedback on how it functions as a group.

Product Development and Evaluation

The materials were developed over a six-year period. The training design and interpersonal content are in part derived from the work of the National Training Laboratory Institute for Applied Behavioral Science. Development of the materials was furthered by collaboration in the Institute's Cooperative Project for Educational Development (COPED). The first attempt at a complete design was made in collaboration with the National Board of Education of the Methodist

Church. The package was then used for training in the Brooklyn, Detroit, Jackson, and Livonia public school districts in Michigan as part of the COPED project. Next, a model of the classroom version was tested at three successive annual conventions of the National Association of Classroom Teachers. Final revision of the Classroom Version was accomplished through collaboration with the National Education Association. Central Washington State College, and the state education associations of Oregon and Washington. The Administrators' Version was then developed and tried out at various sites including the Portland, Oregon, public school district and the University of Idaho.

The field test of the materials was conducted at five workshops in four western states. Participants at the workshops were chiefly administrators at one site, administrators and teachers at two sites, and teachers and teacher interns in the other two cases. A pre- and posttest was administered evaluating competence in the use of force-field analysis, a core skill of the program. A test of comprehension of problem-solving and communication concepts, the program focus, was given before and after training. Data from both measures indicate significant improvement in performance. A follow up questionnaire on the degree of continued use of the process was sent to participants six months after training. Greatest utilization occurred at the site where participants trained as a task force working on a particular project. At other sites, between one-half and two-thirds of the participants continued to use the process. In response to a questionnaire concerning the worth of the training experience, highly positive reactions were expressed by administrators and teachers; less favorable opinions came from some of the teacher interns. The developers attribute the negative response to the fact that one of the intern groups had just experienced an intensive, unstructured T-group workshop. The structured RUPS training was incompatible with the first experience and resistance was aroused. The developers recommended that for better participant satisfaction and results, the two types of experience not be sequential.

Comment

The fact that this program serves a dual purpose is strongly in its favor. Participants gain experience in both problem-solving and group-process skills in one workshop. The program has three other characteristics, however, that should be kept in mind by anyone who is considering adopting it. First, the materials and sequencing are highly structured. They may not be well received by persons who have had T-group experiences. Second, the program observes a "discovery" approach. Developers state that its direction and content emerge gradually. Indeed, there is no statement of what the "research utilizing problem solving process" is until the fourth subset. The "discovery" approach may not appeal to those with a low tolerance for ambiguity. Third, coverage of the various phases of the problem-solving process is uneven, with some phases receiving more emphasis than others.

Costs

Required items	Quantity needed	Cost per item	Replacement rate
Leader's Guide	one per leader*		
Administrator's Version		$8.75	reusable
Classroom Version		8.50	
Participant Materials	one set per participant		consumable
Administrator's Version		6.15	
Classroom Version		6.25	
Audiotape	one per workshop		reusable
Administrator's Version		3.45	
Classroom Version		3.50	
Text: Diagnosing Professional Climate of Schools	one per participant		
Administrator's Version		6.95	reusable
Classroom Version		2.95	reusable

*While it is possible to have one experienced leader for 30 participants, 24 is the recommended group size. New leaders should not be assigned more than 12 participants.

EDUCATION FOR THE PEOPLE

Content Focus Community involvement in goal setting.

Type of Product Guidelines, resource book, and training handbook for use in a workshop.

Availability Since 1972.

Developer Joint Committee on Educational Goals and Evaluation
California Legislature
Assembly, P.O. Box 83 - State Capitol
Sacramento, California 95814

Distributor Same as developer, or

State Department of Education
Office of Program Planning
721 Capitol Mall
Sacramento, California 95814

Target Audience

School personnel and community leaders who are involved in improving their schools through better communication, understanding, and agreement among all segments of the school and community. This includes teachers, administrators, PTA members, teachers' association representatives, students, parents, and school employees of diversified backgrounds.

Goals and Objectives

On completion of training, participants will better identify with school goals and appreciate and understand the real task of the school; they will realize that policy making is not solely dependent on hierarchical structures; they will realize that change sponsored by school-community involvement is effective.

Participants will become acquainted with a goal-setting process in which they can eventually involve others in their communities.

Materials and Equipment

The Education for the People package consists of an introductory booklet, a volume of guidelines, a volume of resource readings, and a training handbook that describes a specific program based on the general guidelines.

The booklet explains the rationale for the goal-setting program, outlines the step-by-step planning by which the school-community arrives at consensus on goals of education, and establishes priorities for action. The booklet takes the process from the inital public hearings to the point at which the governing board of the state adopts the decisions of the district. It is available in either English or Spanish.

Volume I, Guidelines for Total Community Participation in Forming and Strengthening the Future of Public Elementary and Secondary Education in California, suggests steps that districts should follow to insure adequate community participation, and outlines the conclusions reached by the California Legislature regarding this plan.

Volume II, A Resource Book for School-Community Decision Making, contains a selection of articles and resource aids pertinent to the goal-setting process. This book is to be used as a reference book.

Training Handbook for School-Community Goal-Setting is the result of a pilot project implemented by the Institute for Personal Effectiveness in Children (San Diego) for the Joint Committee on Educational Goals and Evaluation. This handbook contains a suggested schedule for the training program and outlines the basic requirements for a successful workshop.

How to Use

This product does not offer a specific approach that can be adopted by every district or county. The guidelines and the sourcebook are exactly that, guides and sources. Each district, county, or state may design its own program to suit its own needs. The Training Handbook contains a description of one such program. The program outlined is a 30-hour training workshop that can be conducted over a four-day period or spread over a two-week period with no session being shorter than three hours, e.g., ten sessions over a two-week period, Monday through Friday, between 7:00 p.m. and 10 p.m. The program is primarily for those people who will act as trainer/facilitators for goal-setting groups in various communities. Listening as an effective communication tool is emphasized in the first two sessions of the workshop. Task-oriented group experiences, games, role playing, and practicing communication techniques are activities in the small-group sessions. Approximately 30 participants are recommended for each workshop.

The trainer/facilitator for the workshop must have had previous experience both as a participant in the goal-setting process and in leading groups of trainees.

Trainee Assessment

The trainees' assessment in the program outlined by the handbook is derived from the immediate feedback during the course of training. Review and evaluation sessions lasting from ten to thirty minutes are conducted at the end of each day's activity. On the last day, each trainee completes an evaluation questionnnaire on the workshop or, alternatively, evaluation is made by the group.

The ultimate evaluation is when the decisions made during the workshop are adopted by the board of education and the school district as goals of education.

Product Development and Evaluation

In accordance with Assembly Concurrent Resolution (ACR) 195 in 1969, the Joint Committee on Educational Goals and Evaluation was established to appoint advisory committees of representative lay people to assist the Legislature in recommending the

goals, objectives, and priorities of education for California.

In May 1970 the Joint Committee presented its conclusion that a successful goal-setting process requires extensive and intimate involvement of the public with students and educators at the local level. Thus, in July 1970 the Advisory Committee on Guidelines for Goals was established to develop guidelines for school districts on determining local goals of education with broad community involvement. In June 1971 the Advisory Committee submitted a progress report to the Joint Committee with their recommendations for this project and enclosed Volumes I and II of Education for the People for approval. In 1972 a pilot project was implemented by the Institute for Personal Effectiveness in Children (San Diego) and tested in two schools, one elementary and one secondary. The Training Handbook for Goal-Setting resulted from that pilot project. Education for the People was distributed to the school districts throughout California, and several have developed their own programs based on these materials. Several counties have developed their own programs, such as Goal Settings, developed by the Chico Unified School District. A few counties have adopted successful programs from other counties. For example, From Goals to Action and School and Community: Partners in Education, developed by Fresno County, have been adopted by several other counties in California. Either of these programs is available from the developers for a nominal fee. Each has a different approach to the same problem.

Costs

Introductory booklet (English or Spanish)	$ .50
Volume I: Guidelines	$ .50
Volume II: A Resource Book	$2.50
Training Handbook	Free

Comment

The guidelines set forth in Education for the People encourage a variety of approaches to achieving community involvement in the goal-setting process. The materials emphasize the importance of each community as a unique entity. California has the advantage of having a number of communities with distinct cultural differences. Those who responded to the State Department of Education's request that all school districts establish educational goals developed their own programs of implementing school-community partnership. Here are three examples:

The Training Handbook, distributed by the Joint Committee on Educational Goals and Evaluation, suggests a four-day workshop of approximately 30 hours with around 30 participants. The participants build up trust and confidence in each other as individuals before the actual goal-setting training begins. They are trained to conduct more workshops following this format.

School and Community: Partners in Education, developed by the Fresno County school district, forms a steering committee of 24 to 30 persons who are responsible for selecting participants for a community conference. This program is designed for a large gathering--a minimum of 100 persons--for a 9:00 a.m. to 2:00 p.m., one-day session, or alternatively, two evening sessions. The activities are faster-paced and more structured than are those suggested in the Training Handbook. At the end of the session the participants are informed that they will receive copies of the needs and goals statements. The sorting and classifying of responses is the function of the steering committee.

Goal Setting, developed by the

Chico Unified School District, is another type of program. Their steering committee designed a three-part approach. First, the district's professional staff is asked for their input. Second, contact groups, comprised of PTA, Chamber of Commerce, and representatives of the State University make recommendations. Third, after the educational goals recommended by these organizations have been implemented, the steering committee mails out questionnaires to registered voters in the community. The questionnaires request that community members rank the goals by priority and evaluate the district's effectiveness in implementing these goals. The data collected from this survey serves many administrative functions other than the goal-setting process. Thus, the Education for the People package could be more correctly regarded as either a program for training or a resource for training.

EVALUATION WORKSHOP I:

An Orientation

Content Focus Basic evaluation skills.

Type of Product Two-day workshop.

Availability Since August 1971.

Developer Stephen P. Klein and others
Center for the Study of Evaluation
Graduate School of Education
UCLA
Los Angeles, California
90024

Distributor CTB/McGraw-Hill
Del Monte Research Park
Monterey, California
93940

Target Audience

This product was developed for teachers, administrators, and other personnel involved in educational decision making. The distributor has suggested the workshop be presented tc a minimum of 24 persons and a maximum of 60. Only persons who have successfully completed the workshop are authorized to purchase the product and conduct the training.

Goals and Objectives

The workshop is directed toward two major goals: (1) participant understanding of the kinds of information an evaluation can provide for educational decision making and (2) participant understanding of the general procedures and problems involved in selecting, collecting, analyzing, and reporting that information. The degree to which participants develop such understanding wi'l be indicated by their attainment of the following objectives:

Name, describe, and properly sequence the major evaluation activities;

Identify appropriate data selection, collection, analysis, and reporting procedures for each major evaluation activity;

Identify proper and improper use of evaluation techniques, methodology, and design;

Identify the kinds of information that should be generated by each evaluation activity;

Identify the kinds of information that are needed before evaluation decisions can be made;

Identify the specific functions of the evaluator and those of the project director in each evaluation activity.

Materials and Equipment

The workshop includes the following materials:

Leader's Manual describes step-by-step how to organize and conduct the workshop. It includes verbal instructions to the participants, provides the leader with the necessary material to cover in discussion

periods, and outlines procedural tasks in handling the workshop materials.

A Conversations Tape contains a series of conversations which form part of the instructional material presented to the participants. If the leader wishes, the participants can read the script of each conversation. Copies of each script appear in Appendix I of the Leader's Manual.

A Participant's Notebook contains instruction plus activities on five evaluation phases used in educational decision making, and, following the workshop, can be used as a general reference tool and guide to evaluation practices and activities.

Exercise Materials give practice in the various evaluation activities. There are ten exercises plus answers. Team members are provided with group and individual answer sheets. Pre- and posttests are used at the beginning and end of the workshop to measure the product. The responses from these tests and the postquestionnaires are sent back to the distributor.

How to Use

The EWI materials are used in a two-day workshop (8:30-4:00 each day). The distributor requires that EWI materials be purchased and used only by someone who has participated in the training. A workshop leader or coordinator must therefore already have taken the training program as a participant and be acquainted with the procedures and content. The coordinator has the Leader's Manual, which he or she should read before the workshop sessions. It contains instructions on how to recruit and arrange and conduct the workshop. The leader is instructed to read an excerpt from the manual that describes the evaluation model on which the workshop was designed: "The Center's Changing Evaluation," by Stephen Klein, Gary Fenstermacher, and Marvin C. Alkin (from Evaluation Comment, January 1971). The leader administers the pre- and posttests and must send the answer sheets back to the distributor.

To achieve its goals, this workshop has each participant play the role of the evaluator in a simulated evaluation of a tenth-grade biology program. The participants, working in teams of three, conduct the needs assessment for the program, plan and review the evaluation procedures for the program, assess whether it was implemented properly, determine what might be done to improve the program, assess its merits and final results, and report the evaluation results to lay audiences. Participants learn about each of these evaluation activities by means of a four-part process:

(1) Instruction: exposure to learning materials;
(2) Practice: performance of evaluation tasks;
(3) Feedback: information on how the evaluation should have been performed;
(4) Discussion: presentation of various viewpoints toward the feedback materials.

In seven of the ten exercises, the members of each team work together to solve evaluation problems. For these exercises, there is one team answer sheet with both directions and answer spaces and three individual sheets with directions only. These seven exercises are designed to provide practice in cooperation and communication during the evaluation process. The three remaining exercises are done individually.

Trainee Assessment

There is no formal trainee assessment. The exercises provide practice and feedback. The pre- and posttests contain 35 objective true/false and multiple choice items concerning the roles that evaluation plays in planning, implementing, and assessing programs and projects covered in the workshop training. Because the tests are designed

only to measure the effectiveness of the training program itself, the results are not given to the participants. The leader is directed not to report individual scores to the participants, although they may be informed of the distribution of test scores if the leader wishes. The allotted pretest time is 20 minutes; posttest time, 25 minutes. No information is provided on the reliability or validity of the tests. The promotional flyer describing the product does not mention the pre- and posttests.

Costs

For anyone interested in attending a workshop run by CTB/McGraw-Hill in order to qualify as a leader, the cost of attendance is $100.00 per person plus traveling expenses. For this fee, CTB/McGraw-Hill provides the leader and all materials for running the training.

If a qualified leader wants to run a workshop, the cost of the Leader's Manual, including the Conversation Tape, is $40.00. The Participant's Notebook and Exercise Materials cost $40.00 per participant. A 25% discount is available on orders of 30 or more.

Product Development and Evaluation

Beginning in 1969, this product was developed at the Center for the Study of Evaluation, UCLA, under the direction of Dr. Stephen P. Klein. The work was sponsored under a grant from the USOE. Three feasibility studies were conducted with a pilot version between March 1969 and April 1970. A revised version was field-tested at five sites during the spring and early summer of 1970. Participating in the field tests were school administrators, project directors, and curriculum supervisors. The results were positive, but indicated the amount of reading time should be reduced and the participants given a larger role in the workshop. Other changes included modifying the manuals to three-ring looseleaf notebooks, expanding the context of the workshop to include reporting results to lay audiences, and changing the length of the workshop to two days. A revised version was field-tested at two sites at the end of summer 1970. Participating were staff from developmental centers, USOE personnel, and representatives of the National Science Foundation, all of whom were knowledgeable in evaluation. The results of these field tests brought changes in some of the exercises. Again revised, the workshop was tested at 12 operational field test sites throughout the United States between October 1970 and August 1971. This field test was for school and state department of education personnel. The results were positive. The product was then revised and edited by McGraw-Hill into a final version by August 1971.

Comments

The program will not train the participants to be evaluators, but it will provide a fund of information for those with little background in evaluation. Participants learn how evaluation can establish a better base for decision making through all stages of instructional program selection, planning, and adoption. They discover how evaluation can help make programs effective, rather than simply measure effectiveness after the fact. Through the simulation exercises placed throughout the materials, the participants "get the feel" of the evaluator's duties. They also learn what the administrator may reasonably expect of the evaluator and what measures should be taken for optimum benefit from the evaluator's services. Among those services is assistance in avoiding confrontations with the community over unpopular testing instruments. Others are coordinating installation of new programs and monitoring the progress of these programs.

DESIGNING INSTRUCTIONAL PROGRAMS

Content Focus Analysis of factors for effective program planning; opportunities and problems in curriculum design.

Type of Product Training package designed for team activities in workshops, college courses, and school settings.

Availability Fall 1974.

Developer Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, California
94103

Distributor Same.

Target Audience

The intended users of this program are inservice school personnel: teachers, building principals, department heads, curriculum coordinators, assistant superintendents, and preservice graduate students in educational administration or curriculum planning. Others involved in program planning, such as parents, students, or community representatives, may participate if the situation permits.

Proficiency in or knowledge of instructional planning and management is not required for participation.

Goals and Objectives

This program intends to improve school staff practices in designing instructional programs and selecting appropriate curricula by:

- gaining familiarity with a format for designing curriculum;
- analyzing basic learning assumptions, and matching programs with intended learning outcomes;
- selecting curricular materials applicable to selected classroom procedures;
- comparing and analyzing specific features in different curricula for appropriateness;
- determining feasibility of a given program.

Materials and Equipment

The Designing Instructional Programs unit is divided into five modules, printed in two participant handbooks. The training material contained in each module includes exercises, techniques, procedures, and tools to help the participant perform sets of tasks critical to program design.

"Chalk Talk," used in Module 1, is an educational game consisting of a set of cards, the playing board,

pieces in three different colors, a set of rules, and a glossary of frequently used educational terms; it outlines program design procedures and helps motivate participants to proceed.

Modules 2 through 5 use fictional situations and accompanying exercises (both individual and group) to aid participants to understand and acquire skills according to each module's specific goals.

The Coordinator's Handbook completes the set of materials for this unit. It is a step-by-step guide for administering the materials for up to 12 participants.

How to Use

A coordinator is essential in several discussions during the training. The primary criterion for this role is thorough familiarity with the materials. The training can be offered by school district staff, university faculty, or external training consultants.

"Chalk Talk" is the central activity of Module 1. In this game, participants perform most of the critical tasks of program designing by facing a range of possible options and some potential problems. By referring to the Glossary, they learn the meaning of educational terms applicable to the current situation. The game is played by three teams of three or four persons who select a subject and grade level, then decide how the subject may best be taught. During the game, the coordinator is a neutral observer and a game leader. If coordinating assistance is available, more than one game can be played simultaneously.

Module 2, Analyzing Basic Assumptions, provides six primary questions to ask and four parables from which trainees prepare a set of basic assumptions which form the philosophical basis for their programs.

Module 3, Matching Programs With Goals, consists of three parts: the first discusses the relationship of four types of learning goals to each other; the second consists of a tool for sorting and grouping learning goals into four types, deciding whether to revise or not, then matching them with appropriate program design options; the third is another tool to help match one type of learning goal to specific design options.

Module 4, Assessing Resources and Constraints, trains participants to assess the readiness of the school system to implement new or revised instructional programs at the building or district level. The participants are provided with written materials and exercises that focus on problems of resources and constraints such as costs and time.

Module 5, Selecting Curricula, requires participants to examine two sample curricula. The "Curriculum Analyzer" is a tool intended to help sort through and rate alternative curricula according to criteria deemed critical by participants.

The developers of the unit recommend from 6 to 12 participants for "Chalk Talk" and from 6 to 30 for Modules 2 through 5. A single coordinator can work with these numbers most effectively.

Each module requires approximately three hours to complete, but the total training time varies according to size of the group and the setting. A total of 15 to 18 hours training time has been estimated but is subject to adjustment. As an alternative method of scheduling, Module 1 can be completed by a group at one sitting. The introduction and individual exercises in Module 2 can be completed in a group or outside the formal training environment, although the team exercises must

be completed in team settings. Module 3 can be completed either individually outside the training session, or on a team basis. Module 4 can be completed in or out of class, individually or on a team basis. Module 5 should be completed in class. Ideal scheduling of the unit would be five sessions, two or three times weekly, for three-hour periods.

Trainee Assessment

Self tests with suggested responses are provided throughout the program for trainees to evaluate their progress and general knowledge. Evaluation of individual performance is done by other team members. At the end of each activity contained in the modules, teams may discuss problems or questions that have arisen during each session.

Product Development and Evaluation

Components of the materials were initially developed and tested separately. Modules 1 and 2 were tested on at least three separate occasions as prototypes, and have since been tested five times with various types of school user groups. Modules 3, 4, and 5 have been tested five times in workshops and local school districts.

Test sites for these materials were as follows: a 15 hour summer session workshop in school administration, two 15 hour university-level inservice workshops, and at least five other workshops including school district workshops which used the materials in several time configurations. The total number of test participants were approximately 200. The materials have also been independently reviewed by experts in curriculum and instruction. Information on field test data is available from the developer.

Costs

A full set of the materials including the "Chalk Talk" game sufficient for ten participants and a coordinator is priced at $135. Thus cost per trainee equals $13.50. Additional participant materials cost $11.75 for each pair of participant manuals. A check or money order must accompany each order. California residents should prepay applicable sales tax.

Comment

After this training, participants should have a clearer awareness of their own basic assumptions, an awareness they can continue to draw on when considering programs in the school. They have learned to develop programs having internal consistency, to recognize the implications of selecting different instructional programs, and to see the necessity for compatible components. They have become familiar with methods of determining how the institutional and community climate is going to affect adoption of programs.

A major asset of the program is the direct, immediate applicability of its procedures and tools. The tool for classifying goals and matching program outlines with goals can be used either for deriving new goals or working with those already adopted. The "Curriculum Analyzer" makes it easier to be certain that all variables are considered; it can be used to order preferences for a curriculum, then rate different curricula on how well they meet these preferences. The tools for cost analysis and budget adjustment follow rational indexes so that they can be used on the job.

CSE ELEMENTARY SCHOOL EVALUATION KIT:

Needs Assessment

Content Focus Selecting educational goals.

Type of Product Materials that provide methods and procedures.

Availability Since 1972.

Developer Ralph Hoepfner and others
Center for the Study of Evaluation
Graduate School of Education
UCLA
Los Angeles, California
90024

Distributor Allyn and Bacon, Inc.
Longwood Division
Rockleigh, New Jersey
07647

Target Audience

The KIT was specifically designed for elementary principals or superintendents; it could also be used by curriculum planners, educational consultants, teachers, school boards, parents, and any other decision makers at grade levels 1-6.

Goals and Objectives

The evaluation KIT series designed by the Center for the Study of Evaluation (CSE) are all based on the following definition of evaluation:

> Evaluation is the process of ascertaining the decision areas of concern, selecting appropriate information, and collecting and analyzing information in order to report summary data useful to decision makers in selecting among alternatives.

The needs assessment KIT, which is the first in a series of school evaluation KITS, provides elementary school principals with systematic procedures for making informed, rational decisions about the goals most appropriate for their schools. These procedures fall under the general title of needs assessment. The goals of the program are to: (1) provide procedures for gathering information about goals the school should be meeting; (2) instruct the principal in selecting tests to measure student performance on highly rated goals; (3) provide the principal with an effective way of interpreting the school's test scores in relation to those of other schools with similar characteristics; and (4) show the principal how to use a decision model to transform the information already gathered into a set of critical need areas for the school. After completing the KIT, the user should be able to make meaningful, explicit assessments of a

school's educational needs.

Materials and Equipment

The Guidebook is essential to use of the KIT. It gives the user the rationale for needs assessment and provides step-by-step procedures for determining the school's educational needs. It describes in detail the three methods of determining goal priorities. These three assessment methods are the basis of the KIT. The Guidebook outlines criteria by which test instruments can be selected. The appendix lists the names of commonly used achievement tests and a four-point evaluation method compiled by independent test experts for each test. The Guidebook also provides advice on how to order and administer achievement tests and how to analyze their results.

Principal's Goal Rating Forms provide a list of goals and spaces to rate each goal. There are two different forms for each of the six elementary grades:

Teachers' and Parents' Card Sort Goal Assessment Set includes
- 10 decks of 106 Goal Cards; Each card describes a different goal;
- 10 sets of Rating Mats (5 per set) marked "Unimportant," "Marginal Importance," "Average Importance," "Moderate Importance," and "Most Important";
- 50 Rating Forms for tallying the goals.

Parents' Goal Rating Questionnaire (48 copies) contains the same 106 goal statements presented on the Goal Cards. Both the Assessment Set and the Questionnaires include instructions on their use.

How to Use

The Guidebook is the essential component of the product. It is a manual/textbook providing instruction in evaluation methods for either a single decision maker to rate goals individually or for using input from teachers, parents, and community members. The Guidebook instructs a principal in how to distribute and number the Questionnaires and Goal Cards to obtain this input. Procedures are described for rating the goals at each grade level. Chapter 3 provides the decision maker with procedures for selecting and evaluating testing instruments to measure skills that correspond to the goal statements. Chapter 4 describes procedures for selecting and obtaining standardized tests, two methods for administering tests, determining the frequency of test administrations, and organizing and interpreting the analyzed data. Chapter 5 details procedures for selecting critical problem areas and goals based on earlier selection and rating of goals and results of measurement techniques. Finally, the chapter describes various methods and factors to consider in communicating the results of the evaluation to students, teachers, parents, and school board members.

The parent, teacher, and community input for choosing and ranking goals is obtained through the Goal Cards and Questionnaires.

Teachers' and Parents' Card Sort Goal Assessment Set is used by the parents or other advisory group. They sort the cards according to the importance each person places on each goal and then put these cards on the corresponding Rating Mat.

The Parents' Goal Rating Questionnaire can be distributed by mail. Parents respond to the items and return them to the administrator.

Trainee Assessement

The product is a support tool for the principal/superintendent. The KIT does not address itself to "trainees." There is no assessment instrument.

Product Development and Evaluation

The KIT was developed by the School Evaluation Program at the Center for the Study of Evaluation at UCLA assisted by several elementary schools, I/D/E/A (Institute for Development of Education Activities), and CESAA (California Elementary School Administrators Association). Several development personnel were former elementary school teachers and administrators.

The information in the KIT was based on input from elementary school principals and superintendents. The components of the KIT were tried out with educators at national meetings and with 23 principals and superintendents in California. The major field test of the KIT was conducted during fall 1971 in 69 schools across the country and 103 schools in California. The following conclusions resulted from the field tests:

The KIT will continue to be addressed primarily to principals because they are the main decision makers in selecting educational programs.

Principals found the KIT useful because they do feel pressured to make realistic needs assessment; and because the KIT's card-sort procedures assist principals in involving teachers and parents in making their decisions.

The KIT provides useful information regarding test selection and evaluation and the developers will expand the KIT to make test results more useful to principals.

The goal statements seemed to be comprehensive and effectively organized, but parents and community members had difficulty with the vocabulary. (Since the time of that field test, the language of the goal statements has been revised and tested with a group of parents from low and middle socioeconomic levels.)

Some changes were recommended for the card sort procedures, e.g., number of cards, illustrated instructions, and expanding part of the card sort process to present questionnaire.

Costs

The complete KIT costs $114.95. This includes the Guidebook; 24 copies (4 for each grade level) of the Principal's Goal Rating Form; 48 copies of Parents' Goal Rating Questionnaires; 10 decks of Goal Cards (106 cards per deck); 10 sets of Rating Mats (5 per set); and 50 Goal Card Tally Sheets.

One complete KIT is available on a 30-day approval basis. Individual components of the KIT are available in the following lots and prices:

(48 copies)	Questionnaires	$ 8.95
(24 copies)	Principal's Goal Rating Forms	$ 6.95
(50 Copies)	Goal Card Tally Sheets	$ 6.95
(10 sets)	Rating Mats and Goal Cards	$29.95

The Guidebook is not distributed separately.

Comment

It is necessary to examine the KIT to understand whether and how to use it. The essence of the instruction is the Guidebook, which is an operating manual or textbook. This book is very useful to principals as a reference or support tool. From a user viewpoint, it is unfortunate that the Guidebook is not sold separately. The complementary materials (Parents' Questionnaires and Goal Card Set) appear to be useful tools for getting the school and community involved in determining educational goals.

EVALUATION FOR PROGRAM IMPROVEMENT

Content Focus Program evaluation and its relation to specific roles in the school community.

Type of Product Materials for team activity in workshops.

Availability Fall 1974.

Developer Far West Laboratory
1855 Folsom Street
San Francisco, California
94103

Distributor Same.

Target Audience

This product is designed for school personnel interested in program evaluation: specifically, teachers, counselors, department heads, curriculum directors, principals, vice principals, superintendents, and directors of special programs; also, parents or community members interested in program management may find the unit of value.

Goals and Objectives

This product is designed to help instructional program managers develop the knowledge or skills necessary to identify, collect, organize, and analyze information useful in making decisions about program modification. The unit is intended to teach participants knowledge and skills for conducting program evaluation; identifying necessary and feasible decisions to be made about program modification; identifying alternative courses of action; determining relevance of information to modification decisions; and using information about program effectiveness to modify instructional programs. The product is intended to avoid involving participants in overly theoretical concepts or technical terminology.

Materials and Equipment

The Evaluation for Program Improvement unit consists of a Participant's Handbook, a Coordinator's Handbook, a series of transparencies, a filmstrip, and a cassette tape.

The Participant's Handbook includes directions, supporting material, readings, worksheets for participants to use as they go through the activities, and an annotated bibliography. The workshop is divided into five sessions, and this organization is reflected in the handbook. Activities are structured to provide the participant with a basic understanding of what is involved in evaluating an ongoing program. The first workshop session provides an orientation to the total process of program evaluation. Sessions II through IV feature simulation exercises in which the participants take the roles of evaluation committee members and attempt to evaluate a program; these activities are followed by feedback and discussion. Sessions II, III, and IV are followed

by reading assignments to be completed before the next session begins. All materials for the workshop are contained in the Participant's Handbook.

In addition to providing guidelines for conducting the workshop, the Coordinator's Handbook also contains written narration and general instructions for group discussion. Excerpts from the Participant's Handbook are reproduced in reduced type in the Coordinator's Handbook, so that the coordinator need work with only one document throughout the workshop.

Transparencies, a color filmstrip, and a cassette audiotape are provided with the unit. The information they present is summarized in the Coordinator's Handbook and Participant's Handbook. The Coordinator's Handbook describes alternatives if equipment is not available.

How to Use

Each of the five sessions in the Evaluation for Program Improvement unit takes approximately three hours to complete. These sessions can be scheduled as one session per week for five weeks; one session per day for five days; one weekend (including Friday afternoon or evening), or two weekends. The Coordinator's Handbook also contains suggestions for conducting the unit in larger or smaller amounts of time.

The coordinator is responsible for guiding the participants through the activities. The Handbook assists him or her in facilitating logical and improvisational thinking on the part of participants. A background in educational evaluation or knowledge of role playing and simulation will be helpful to the coordinator but is not absolutely necessary. In addition to reading the assignments, him- or herself, it is recommended that the coordinator collect as many books listed on the annotated bibliography as possible, read the chapters specified, and have the books available for loan to interested participants. The Coordinator's Handbook contains all information needed to conduct the workshop.

The coordinator should plan to spend about 15 hours preparing for the workshop. Additional time may be needed to arrange for facilities, released time, substitutes, etc. Workshop planning should probably begin a month before the scheduled dates.

The unit is designed around an actual case study in which a committee planned the evaluation of a district-wide English program. Participants are assigned the roles of evaluation team members and are given instructions about how to play their roles; the team is given instructions about how to attack the problem of planning the evaluation design. The team progressively defines the evaluation problem as it meets in consecutive training sessions. Thus, the participants interact in a simulated setting which is similar to one they might face in their own work. The role descriptions are included in the Handbook and each participant is requested to select the role he or she would feel most comfortable playing, and also to indicate second and third choices. The coordinator should take particular care in assigning the role of the educational psychologist serving as part-time evaluation consultant. This person should, if possible, have some background in educational evaluation. If not, he or she should read through the entire Participant's Handbook ahead of time, read some of the reference materials, and meet with the coordinator to discuss the thrust and specific concepts of the unit before beginning the simulation exercise in Session II.

The amount of space needed depends on the number of participants. The workshop can be conducted by one coordinator with between 6 and 25 participants. However, if there are more than

II, the group will have to be divided in two. During the simulation exercises, each of these groups will need an area where it cannot hear the other groups. Audiovisual equipment should be available for use with the filmstrip and transparencies.

Trainee Assessment

An optional biographical information form, questionnaire, and preliminary exercise are included in the Coordinator's Handbook (Session I). A final questionnaire and exercise are also included (Session V). The preliminary instruments may be used as a pretest to help the coordinator assign roles. Participant copies of these instruments are not available. The coordinator is encouraged to reproduce them from the copies in his or her Handbook if he or she desires to use them.

The trainees receive immediate feedback via the discussions following each exercise and the critiques of the actual evaluation the simulation is based on.

Product Development and Evaluation

Evaluation for Program Improvement is one of a series of training units developed by Far West Laboratory to aid schools in clarifying purposes of instructional programs, designing the programs, and obtaining evaluative information. This unit was developed in 1973 based on a limited but intensive study of the needs of school instructional staff in the area of program evaluation. A prototype version of the unit was tested in a university course during the fall of 1973, and a revised prototype was tested using school teachers in the spring of 1974. The main field tests of the unit were conducted in the summer and fall of 1974.

The unit has been tested with members of the target audience in a variety of settings: at San Francisco State University, an ACSA leadership conference, and several school districts. Almost without exception, participants have agreed that the unit addresses a definite need, and that it is a worthwhile and enjoyable experience. After completing the unit, most participants have demonstrated an understanding of its approach to program evaluation.

Cost

The Participant's Handbook is $7.95. The Coordinator's Handbook and a full set of audiovisual materials are sold together for $34.95. A check or money order must accompany each order. California residents should prepay applicable sales tax.

Comment

This unit adequately presents evaluation as a process through which one assesses progress toward purposes and objectives, and the degree to which they have been achieved. This material will provide training and experience in performing the evaluation function of program management, or give a better understanding of what is involved in evaluating an ongoing program to any participant, despite his or her initial educational background. The unit does not attempt to turn participants into professional evaluators, but to arouse their awareness of the part played in evaluation by different members of the school community. The developers realize that very few program modification decisions of any importance can be classified as completely right or wrong. However, the developers expect that users of this training material will be more likely to make decisions which contribute to an ultimately positive effect.

Evaluation for Program Improvement is a comprehensive, self-contained training unit. It is also part of a series of training materials which includes Determining Instructional Purposes, Designing Instructional Programs, and Planning Program Implementation.

SHARED DECISION MAKING

Content Focus Training in making cooperative decisions.

Type of Product Training workshops and discussion sessions.

Availability Now; first published June 1973.

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National Cluster Coordination Center
Florida Department of Education
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Target Audience

The Shared Decision Making (SDM) program is part of the Professional Development Program of the Association of California School Administrators (ACSA), whose general target audience is school administrators. This particular program is intended for administrators and teachers at all grade levels in districts or schools that have a great deal of parent participation.

Goals and Objectives

The underlying assumption of this training program is that if those affected share decision making, they can assume greater responsibility for decisions, make wiser decisions, and be more committed to the decisions made. The developers seek to familiarize participants with relevant research and information, individual and group accountability and responsibility, and a system for obtaining group support. They see the workshops and discussion papers as providing skills and methods that will aid in the development of prototype programs for shared decision making.

Materials and Equipment

Shared Decision Making is divided into an overview, eight training and discussion units, and an extensive annotated bibliography.

The overview gives a brief description of the content area of each of the

eight units; it also describes the materials and how they are best used, recommends the amount of time to spend on each unit, and provides a list of questions each unit is designed to answer.

These questions were raised by administrators and teachers when SDM was being developed and field-tested. They help guide those considering training to decide which units suit their needs, and also serve as a guide for the leader during the discussion sessions.

Unit 1. "Strengths and Limitations of Shared Decision Making" reviews potential advantages and disadvantages of shared decision making and presents several model programs for shared decision making.

Unit 2. "Personality Characteristics and Institutional Values" encompasses psychological, behavioral, and sociological aspects of shared decision making, emphasizing such things as leadership characteristics of individuals, dominant cultural values, human interaction components, as well as personal and group expectations.

Unit 3. "Decision-Making Models": how to build them, what they should include, etc. This unit describes procedures used by different groups for reaching decisions and the techniques for creating such procedures, including factors to be considered in designing models.

Unit 4. "Appropriateness of Decision Making" familiarizes participants with empirical findings from the literature and also with an analysis of schools currently engaged in shared decision making. The appropriateness of decision-making responsibilities is also explored.

Unit 5. "Problem Solving and Decision-Making Processes" deals with group problem solving and communication skills necessary for decision-making groups to function effectively. This unit also emphasizes force field analysis, brainstorming, and a budget exercise.

Unit 6. "Communication Systems" emphasizes building trust and effective communication with people that are affected by group decisions but that are outside the decision-making group. Several specific suggestions are made related to building trust, including factors influencing intergroup communication, intragroup communication, and quality control procedures.

Unit 7. "Accountability for Decision" helps members of a group focus on accountability and responsibility issues in shared decision making and the continuing challenges of insuring that decisions are successfully and responsibly implemented, monitored, and evaluated. Self-commitment processes are also emphasized.

Unit 8. "Organizational Output" is primarily concerned with evaluation of shared decision-making processes and procedures compared with results of more traditional, hierarchical, or authority-based work organizations. Included are the difficulties and complexities of evaluating the effectiveness and assessment issues. A conceptual mode for evaluating organizational output is briefly outlined.

The annotated bibliography of 195 entries includes writings in psychology, sociology, anthropology, business management, law, economics, and education that the developers considered relevant to shared decision making. Two asterisks (**) are placed next to those entries they considered basic to an understanding of shared decision making, and one asterisk (*) next to those that may be of interest. Three asterisks (***) denote a bibliographic work.

How to Use

The eight units of the Shared Decision Making program are not necessarily designed as an integrated set, although each unit is complementary to the others. The developers had two groups in mind when designing SDM: those with some experience in shared decision making and those with little or none. They suggest those in the second group begin with the unit "Problem Solving and Decision-Making Processes." Those in the first group should review the overview questions to determine which units best suit their needs.

Units 1, 6 and 8 require reading a paper and then spending between one and three hours discussing it. The overview questions can be used by the leader as a guide for these discussion groups.

Units 2, 3, 4, 5, and 7 are six- to eight-hour workshops. Each workshop includes

1. Leader's materials and participant's materials. These are identical except that the leader is also given a list of materials needed during the workshop, an agenda, the list of performance objectives (see 2 below) and answers to the pre- and posttest. The leader's materials require one or two hours reading and study time for each unit. The leader's materials also include performance objectives and a statement of the skills each participant must show to indicate that an objective has been met.
2. A pre- and posttest. The leader has the answers which are to be given to the participants for the purpose of self-assessment and discussion.
3. Reading materials. These are designed to enhance the participants' understanding, skills, interest, and knowledge related to shared decision making so that the activities and exercises following the reading will be of greater value to the participant.

The workshop units differ in the types of exercises and activities they offer.

Unit 2, "Personality Characteristics and Institutional Values," asks the participants to list successful, meaningful experiences they have had in their lifetime and then indicate on a chart as well as they can why the experience was meaningful, e.g., because the experience involved "learning new things." Another section of the unit asks them to rate 21 sets of five values each (achievement, aesthetics, health, honesty, recognition, for example) in order of the importance they place on them. They then summarize the results of their ratings to determine which of the 21 values they rate highest. Other exercises ask the participants to compare their own values and assumptions about children's learning with those of their school.

In Unit 3, "Decision-Making Models," each participant completes a paper and pencil exercise that requires making decisions in a simulated situation. Each participant rates a list of 15 items such as compass, water, etc., according to their importance on a 200-mile trek across the surface of the moon. The group discusses the different types and elements of decisions. Groups of from four to six members are formed and the paper and pencil exercise is repeated, with the group arriving at a consensus. Each person can arrive at their error points by comparing their own answers with the group answers with the National Aeronautics and Space Administrator's (NASA) answers. A form is provided for this purpose. A paper exploring and analyzing three different types of decision-making models and discussing their advantages and disadvantages is provided and can be discussed, if desired.

In Unit 4, "Appropriateness of

Decision Making," the participants familiarize themselves with some of the information currently available on shared decision making and discuss and analyze the diagnostic tests they have taken. Two optional phases of the unit follow, both of which require role playing. In the first, described as a loosening-up exercise, teams are required to act out silently some preposterous group task, such as getting a 5,000 pound elephant out of the mud. This activity is supposed to demonstrate the importance of non-verbal communication. The second simulation requires the team members to assume staff roles--administrator, department chairman, first year teacher--and participate in a group decision-making activity in accordance with the interests and perspectives of the role they are playing.

Unit 5, "Problem Solving and Decision-Making Processes," includes a simulation game called "The Budget" in which participants each play the role of a person on a planning committee that has to decide what to do with an extra $10,000 in the school budget.

There is an exercise in brainstorming requiring participants to think as quickly as they can of possible uses for two train carloads of ping pong balls cut in half.

Unit 7, "Accountability and Responsibility," contains an accountability instrument that requires groups of from five to ten participants to prepare an approach or system for improving follow through on decisions made. The group then attempts to arrive at a consensus for an approach that could be incorporated into the ongoing, shared decision-making procedures at their school, if they exist. The training should enable participants to complete a planned design for upholding decisions and specific plans for arrival at group consensus and commitment.

Trainee Assessment

The pre- and posttests provided with the five workshops are brief, written, true-false tests. The answers and a short, written discussion of them are given to participants, and time is provided for comment. Units 1, 6 and 8 do not have testing materials.

Product Development and Evaluation

Shared Decision Making is one of a series of training modules developed by the National Cluster Coordination Center (NCCC). The others are Functional Task Analysis, Communication Information Flow, System Renewal, Organizational Crisis Intervention, and Performance Objectives, all of which were to be available as of December 1974 from ACSA.

The NCCC was organized to develop these modules under the direction of the School Personnel Utilization program (SPU) of the Educational Personnel Development Act (EDPA). SPU determined through surveys and studies that shared decision making is a skill essential to change. Over a three-year period, the EPDA project attempted to implement shared decision-making models in schools and discovered that teachers and administrators were not prepared for this type of collaborative operation. The NCCC stepped in and began reviewing over 300 published articles, books, training manuals, and research projects, in addition to surveying 11 EPDA project schools that were already involved in some form of shared decision making. The NCCC identified eight areas where they felt training materials were not available but needed. These eight areas are represented by the eight units in SDM.

Actual development began in July 1972 and was completed in September 1973. Each unit was conceived and developed independently but with the intention that it be part of the whole program. Developers intended that the user/client

identify the components or elements unique to his or her situation by reviewing the overview to SDM and using only the relevant training sections.

SDM was field-tested in the eleven EPDA project schools with approximately 200 nonproject teacher and administrator volunteers. All field test participants were considered to be the SDM target audience. Field test results were positive and indicated that the module contents and activities helped teachers and administrators in developing a collaborative, participatory, decision-making system within the school setting.

Costs

Shared Decision Making comes slickly wrapped and three-hole punched in one package that includes all leader materials and participant materials. Those interested can order one set for each participant and remove leader materials from the set given to participants, or order one set for the leader and duplicate the necessary forms for participants. The cost is $12 for members of ACSA and $15 for nonmembers.

Comment

Shared Decision Making thoroughly treats the problems and possibilities of shared decision making. It provides much material for thought and discussion, makes recommendations, and reports findings, but draws no absolute conclusions. It does not, for example, conclude that shared decision making is superior to individual decision making, but instead asks participants to weigh the arguments presented and come to their own conclusions. It should be noted that not all units present their material with equal clarity.

SDM appears to be valuable both for group and individual training. Its low cost puts it within reach of individual purchasers. An individual interested in shared decision making could profit from simply reading the materials and taking the pre- and posttests.

TRAINING RESOURCES

This section describes resources available for use in training programs in instructional planning and management. The resources by themselves are not complete or comprehensive enough to conduct a full-fledged training program; instead, they are tools to support or supplement training. These resources include mostly reference books, handbocks, textbooks, monographs, and case studies. The brief description of each resource indicates its author, publisher, length, cost, content area, and target audience. Possible training applications are also suggested.

The resources are organized topically under five major areas: (1) purposing, i.e., analyzing problems and needs, identifying goals, specifying instructional objectives; (2) program planning, i.e., analyzing and selecting experiences and resources to be included in a program and determining their organization; (3) program development, i.e., adopting, adapting, or inventing new methods of instruction; (4) program evaluation, i.e., identifying needs and selecting procedures for formative and summative evaluation, determining adequacy of program design and implementation, assessing adequacy of the program, achievement of program goals, and cost, and determining modifications needed; and (5) organization for problem solving, i.e., arranging for and facilitating instructional planning and management decisions. The listing of resources is not exhaustive; it should, however, alert you to a variety of materials useful for planning and conducting training programs.

purposing

Gottesfeld, Harry. *Educational Values Assessment (EVA) Questionnaire.* New York: Behavioral Publications, 1973. 24 pages. $2.95

The EVA questionnaire is an instrument for discovering what is educationally important to individuals, schools, and community groups. It helps to identify differences in values and sources of disagreement between groups. It may be administered to parents from various ethnic and socioeconomic groups, community leaders, and teachers and administrators from various backgrounds, in different types of schools. The information gathered could be useful to educational and community planners, school administrators, and researchers. Participants rate the importance of 80 items in the following categories: community involvement; strictness standards; professional specialists; innovation; health, recreation, and practical training; economic considerations; parent education; and special handling of difficult children. Demographic characteristics such as the sex, age, ethnic group, and education of the participants are also noted. An EVA questionnaire, scoring sheet, and manual are the basic materials in the set. The manual contains instructions for administering the EVA and describes its development and field testing. Additional questionnaires, in sets of 25, cost $5.45; 50 scoring sheets cost $5.00. The questionnaires may be hand scored, although the developer will score them electronically. Interpretation of the meaning of the scores should be done by someone familiar with both attitudinal scales and the particular participant group and school in question.

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Hoepfner, Ralph; Bradley, Paul A.; and Doherty, William J. *National Priorities for Elementary Education.* Los Angeles: Center for the Study of Evaluation, UCLA Graduate School of Education, 1973. 72 pages. $3.50.

This monograph, the second in a series, addresses the topics of educational needs assessment, different methods of determining needs, and the developers' particular method. The national priorities to which the title refers are those that surfaced in response to a nation-wide survey of elementary school goals. Results of the field testing of the CSE Elementary School Evaluation Kit: Needs Assessment (page 59) are reported. The sample included a large number of schools differing in geographic location, population density, size, socioeconomic status, and racial-ethnic composition. In each locale, teachers, principals, and parents rated the importance of 106 student-outcome goals. Numerous tables compare the responses of the different groups. The content of the monograph's four chapters is as follows:

> Chapter One examines educational needs assessment and describes the model used by the Center for the Study of Evaluation (CSE). Chapter Two discusses the rationale and development of the CSE goal taxonomy. It also details the composition of the sample and describes the goal-rating procedure. Chapter Three summarizes the findings of the survey and reviews

similarities and differences in ratings by the different groups. Chapter Four considers the implications of the methodology and findings. The monograph concludes with suggestions for use of the information and precautions about interpreting and applying the findings.

The monograph would be of greatest interest to elementary school principals, evaluators, and researchers.

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Instructional Objectives Exchange. *Measurable Objectives Collections.* Los Angeles: Instructional Objectives Exchange, n.d. $8.00 each.

The Instructional Objectives Exchange (IOX) has compiled approximately 50 collections of cognitive and affective instructional objectives. Each collection focuses on one instructional area, e.g., Reading Comprehension Skills, K-12. Measurable items and correct responses accompany each objective. For example, "Objective: Given a word, the student will supply an antonym" is accompanied by "Sample Item: State an antonym for each of the following words"; the word and answers follow. Objectives are arranged in categories: "Major category: Comprehension, Vocabulary" and "Sub-category: Antonyms." Each collection is bound in a 6" x 9" book. In addition to objectives for mathematics and language arts, there are collections for American history, music, self-concept, attitudes toward school, anthropology, sociology, early childhood education, knowledge of and attitudes toward drug use, life sciences, foreign languages, business education, home economics, vocational arts, and others. The developers suggest several possible uses for the collections. Teachers can supplement their own objectives with those from the collections, can adapt selected objectives to their own teaching situation, or can use them as models for devising their own objectives. Students could be involved in planning their own learning by choosing objectives themselves. Students, community members, and professional staff might assess the school's needs by ranking the objectives. Procedures for such a needs assessment would have to be worked out by the school because none are given.

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Klein, Stephen P.; Hoepfner, Ralph; Bradley, Paul A.; Woolley, Dale; Dyer, James S.; and Strickland, Guy P. *Procedures for Needs-Assessment Evaluation: A Symposium.* Los Angeles: Center for the Study of Evaluation, UCLA Graduate School of Education, 1971. ED 055 111. 52 pages. Microfiches, $.65; hardcover, $3.29.

This report on a symposium at the American Educational Research Association Annual Convention covers four topics.

(1) "Choosing Needs for Needs Assessment," by Stephen P. Klein, presents a new technique for conducting the initial steps of a needs

assessment. In essence, this technique is to have experts who have the time, knowledge, and resources construct comprehensive sets of goals and objectives. The experts provide a catalogue from which decision makers can select appropriate goals for their specific situation, rather than having to adopt a total set of goals or objectives prescribing what a school or program should do.

(2) "Selecting Tests to Assess the Needs," by Ralph Hoepfner, is a summary of the MEAN method of selecting tests.

(3) "Making Better Decisions on Assessed Needs: Differentiated School Norms," by Paul A. Bradley and Dale Woolley, is concerned with ways in which data obtained from the assessment of student performance can be improved so that it is more useful.

(4) "Allocating Resources by Subject Area," by James S. Dyer and Guy P. Strickland, describes a procedure designed to assist elementary school principals in the process of selecting educational subject areas which should command their attention, resources, or support. A model is presented which produces an index number for each subject area. This index number represents the expected "value" which will accrue to the school from the adoption of an instructional program appropriate for strengthening the specific subject area.

This report also contains a list of references and an appendix which lists the goals of elementary school education from the CSE Elementary School Evaluation Kit, described on pages 59-61.

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Nummedal, Susan G. *CSE Preschool/Kindergarten Hierarchical Objectives Charts.* Los Angeles: Center for the Study of Evaluation, UCLA Graduate School of Education, 1971. $10.00.

The Preschool/Kindergarten Hierarchical Objectives Charts are comprehensive exhaustive, logical hierarchies of all goals and objectives identified for preschool and kindergarten programs--specifically, programs for children between 30 and 72 months of age. Because of the movement in public education toward schooling for four- and five-year olds and the demands for accountability, there is a tremendous burden on those responsible for the education of young children to be explicit about the goals and objectives of their programs. These charts were designed to aid early childhood educators in the jobs of curriculum planning and assessment and to help them meet the demands of accountability by acquainting them with a range of objectives that might be adopted in an early childhood education program. The 21 major goal categories are development of personality; social development; development of motivation for learning; development of aesthetic appreciation; arts and crafts; cognitive functioning; creativity; memory; physical coordination; foreign language; function and structure of the human body; health; mathematics; music; oral language skills; religion; readiness skills; social studies; science; safety; reading; and writing. To identify these goals, an exhaustive search of program and research literature was conducted, as well as extensive interviewing of educators and early childhood specialists.

The hierarchies for each goal category represent the broad range of possible objectives for preschool and kindergarten programs and are designed to be useful for students of all ability levels within the age group of concern. Because of this broad range, the charts are strictly a "presentation of the possibilities." It is still up to the educator to decide the priority order of the objectives selected, determine which are applicable to the skill level of the students, and turn them into specific, measurable behaviors. These charts are an outgrowth of the taxonomy of goals established for the CSE-ECRC Preschool/Kindergarten Test Evaluations book (see page 81). The two products may be useful to those concerned with assessment of program outcomes. After objectives have been identified in one of the goal areas of the charts, the test evaluations book can then be consulted to identify evaluation instruments available for those objectives.

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program planning

Maguire, Louis M. *Observations and Analysis of the Literature on Change.* Philadelphia: Research for Better Schools, 1970. 42 pages. $3.40.

This two-part report reviews various materials written on change, particularly change in educational settings, and analyzes the subject and the writings. Part I, "Observations on the Literature for Practicing School Administrators," deals with the value of the literature to the practitioner. The author's observations are presented under the headings of (1) conceptual confusion; (2) goals and objectives; (3) statement of problems; (4) democracy and planned change; (5) the school district as a target or initiator of planned change; (6) internal and external linkage; (7) change capacity; (8) maintenance or improvement; (9) change models; (10) phases of change; (11) roles in change; (12) crisis as a stimulus to change; and (13) lack of training. Part II, "Review of Literature," discusses various viewpoints on change under the following headings: (1) definitions and types of change; (2) change models; (3) strategies and techniques; (4) people involved in change; (5) sources of and barriers to change; and (6) research studies of the change process. The author contends that for the most part, the literature on change provides little that is easily and immediately usable by the school administrator because it tends to portray change as a novel event, while the administrator knows that it is occurring all the time. It should be noted, however, that the author's most recent example of the literature on change was published in December 1968. He commends the potential of a number of the models, some of which were in their earlier stages when he reviewed them and have been developed further since that time.

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Maguire, Louis M.; Temkin, Sanford; and Cummings, C. Peter. *An Annotated Bibliography on Administering for Change.* Philadelphia: Research for Better Schools, 1971. 333 pages. $3.40.

This annotated bibliography is intended to reflect the direction of the Administering for Change Program (ACP) at Research for Better Schools. The volume is divided into six sections: an introduction; four sections which reflect the four components of the Administering for Change Program: "Knowledge Base," "Organizing for Change," "Planning for Change," and "Managing for Change"; and a last section of bibliographical and annotated bibliographical entries. The "Knowledge Base" component surveys, collects, analyzes, evaluates, synthesizes, and reports field data and literature information to assist in the conceptualization of change processes and to support other program components. The "Organizing for Change," "Planning for Change," and "Managing for Change" components, supported by the "Knowledge Base," are directed toward developing a system of training and reference materials which will enable a school district to identify and implement needed changes. Each of the components is best viewed as producing an essential element of change. Each section includes the following specific subjects:

> Section Two, "Overview of Change Literature," includes definitions, models, strategies, techniques, roles, and barriers to change. Section Three, "Organizing for Change," covers institutional norms, goals, structure, development, environment, and processes. Section Four, "Planning for Change," is divided into two parts. The first, "System Wide Planning," includes PPBS; cost-effectiveness; input-output analysis; and cost/benefit analysis. The second part, "Comprehensive Planning Process Information," covers pupil needs; weighing goals, objectives, and outcomes; performance and educational process criteria; cost and accounting; and implementation. Section Five "Managing for Change," is also divided into two parts. The first, "Educational Project Management," covers all types of management skills such as management references; introduction to project management; management control; and problems in project management. The second, "Educational Problem Solving," includes decision making; administrative tools, techniques, and skills; creativity; research studies; and theory and methods.

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Marien, Michael D. *Alternative Futures for Learning: An Annotated Bibliography of Trends, Forecasts, and Proposals.* Syracuse University: Educational Policy Research Center, 1971. 223 pages. $5.00.

Although the author calls this an "incomplete bibliography" and "an attempt to sketch out the range of literature that is relevant to educational policy-making," it proves to be quite comprehensive. The bibliography concentrates on "trends, forecasts, and proposals--or documents on changes that are taking place,

future states of affairs that may occur, or recommended states of affairs that ought to occur." It presents works from many camps. "Establishment or anti-establishment, technocrat or humanist, radical or conservative," presenting an array of ideas about "who should learn what and how." In addition to those dealing specifically with learning, a large number of general background works are also described. All of these either make reference to or have implications for education. The 936 items are arranged in six major categories: general futures literature; elementary and secondary education; higher education; other educating institutions; planning and plans, and a miscellany section which includes pre-1960 forecasts, new and relevant periodicals, and bibliographies. Some of the more interesting of the 40 subcategories in these sections are social change and social goals; impacts of technology; youth and youth culture; the knowledge explosion; state, national, and global perspectives; curriculum; urban schools; graduate education; preschools; adult and continuing education; electronic media; forecasting methodology; planning and policy making; and planning for change in education. In his foreword, the author makes certain observations on the literature. He sees as a major theme the necessity of replacing closed teaching systems with open learning systems. He also discusses the neglect of adult and continuing education in the literature, notes that writers are becoming more prescriptive than descriptive, remarks on the relationship between education futures literature and general futures literature, and makes recommendations for further work. Two other bibliographies by the same author are available. Essential Reading for the Future of Education: A Selected and Critically Annotated Bibliography (a shorter version of Alternative Futures for Learning) provides an introduction to and overview of the subject. It is available at $1.50 from the publisher. Alternative Futures for Mankind: An Annotated Bibliography of Societal Trends, Forecasts and Proposals looks at futures literature "in all categories: general overviews, science and technology, society, polity, economy, environment, learning, methodology, pre-World War II forecasts, selected utopian and science-fiction writings, and forecasting..."

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School Management Institute. *PPBS (Planning, Programming, Budgeting System): For People Who Don't Understand PPBS.* Worthington, Ohio: School Management Institute, 1971. 23 pages. $1.75.

This compact, highly readable booklet is an introduction to PPBS. A rationale for adoption--the importance of accountability and the emphasis in PPBS on results and measures for obtaining them--precedes a description of the PPBS cycle. A chart shows the sequence of steps in the cycle and the text discusses them. In PPBS the whole staff, students, and community participate, whereas in traditional budget planning the school business official works alone. PPBS, the booklet explains, is not primarily concerned with finances, even though budgeting is involved. Reviewing costs, benefits, and resources form only one aspect of a cycle that also includes needs assessment, goal setting, program selection, and trial and evaluation. Besides explaining PPBS, the booklet discusses a few of its advantages and some of its requirements. For example, the time required for full-scale operation of the system can be considerable; also, it is essential that various groups be included in a number of the planning phases. The target

audience, aside from "people who don't understand PPBS," is not specific. Likely users, however, would be district superintendents and school board members considering PPBS and needing a direct, concise description of it. Principals, teachers, curriculum specialists, and others concerned with instructional planning may also want to consult this booklet. Illustrations from the experiences of other districts that have used PPBS make the booklet more credible and interesting.

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Temkin, Sanford. *An Evaluation of Comprehensive Planning Literature with an Annotated Bibliography*. Philadelphia: Research for Better Schools, 1970. 82 pages. $3.00

This book is a comprehensive listing and an evaluation of the planning literature designed to help schools plan to meet goals and objectives. In this context, however, "comprehensive" does not mean completeness of information but rather quality of information. The section preceding the bibliography discusses and evaluates many ideas and methods that are to be found in the literature on comprehensive planning. The second section is an annotated bibliography, which is divided into five sections: (1) "Planning Process Information"; (2) "System Wide Planning Methods"; (3) "System Characteristics and Qualities"; (4) "Politics, Community, Implementation and Communication"; and (5) "Bibliography." An author and subject index follows the bibliography.

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program development

Heinich, Robert. *Technology and the Management of Instruction*. Washington, D.C.: National Education Association, 1970. 198 pages. $6.50.

"The paradigm of instructional management generated by comprehensive technologies of instruction is fundamentally different from the paradigm--and supporting superstructure--that has evolved ever since the person in face-to-face contact with students was vested with institutional authority...It is my position in the monograph that Thomas S. Kuhn's model of scientific revolutions is applicable to fields other than science. I am even more firmly convinced today that because of technology anomalous situations in education exist and will have to be resolved through adoption of new paradigms; management of comprehensive technologies cannot be extensions of traditional relationships any more than the management of the industrial revolution could be an extension of the guild system."[1] With these

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opening statements, Heinich begins his analysis of two paradigms of instructional management: the traditional paradigm and a new paradigm reflecting the impact of instructional technology. Heinich defines instructional technology as that speciality within education whose concern centers on the application of technology and technological concepts to instruction. General systems theory is among those technological concepts with implications for education. Among the factors contributing to the need for a more comprehensive systems model for instructional management are the following: the evolution of media from instructional aids to instructional means in their own right; the adoption of media by the disciplines; and the demands for inexpensive, highly effective modes of instruction. Heinich contends that "a fundamental cause of system redesign is the development of sufficient energy within a subsystem or subsystems, to force a new analysis--synthesis sequence, resulting in a change in the paradigm, or conceptual framework of the system. Sufficient energy has been generated in the media subsystems of instruction to force a redesign of the paradigm of instructional management."[2] Heinich develops his model systematically and effectively in the six chapters of the monograph. In addition to pointing out the need for a new paradigm, he discusses the reasons for its opposition by defenders of the traditional paradigm. Chapter Two contains an interesting discussion on creativity and the generation of new theories in fields other than education. Chapter Four, which considers the influence of information theory on various learning theories, tends to be technical, although it should be clear to persons familiar with the subject. Overall, this is a valuable item for administrators, media specialists, curriculum planners, and researchers.

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Klausmeier, Herbert J.; Quilling, Mary R.; Sorenson, Juanita S.; Way, Russel S.; and Glasrud, George R. *Individually Guided Education and the Multiunit Elementary School: Guidelines for Implementation.* Madison: Wisconsin Research and Development Center for Cognitive Learning, 1971. 132 pages. $2.00.

This book discusses Individually Guided Education (IGE), a comprehensive system for individualizing elementary school instruction, and the multiunit elementary school model, the organizational-administrative component of the IGE system. Other components include a model for instructional program planning for the individual student; a model for developing measurement tools and evaluation procedures; curriculum materials (including instructional objectives, criterion-referenced tests, and observation scales); a home-school communications program; and a model for supportive relations between school staff, school system central offices, and state education agencies. The organizational component consists of a three-level, hierarchical staffing arrangement. At the classroom level, nongrade instructional and research (I & R) units replace traditional age-group classes. Each unit has a unit leader, two or three staff teachers, one first-year teacher, one teacher intern, one aide, one instructional secretary, and 100-150 students. Unit level functions include planning instruction for individual students and teaching individual students, small groups, and large groups. At the

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[2]Copyright © 1970 Robert Heinich and the Department of Audiovisual Instruction, Inc.

building level, the principal and unit leaders work together to set curriculum objectives, develop instructional programs for the school, and coordinate activities for all the units. This group, called the instructional improvement committee (IIC), also interprets and implements systemwide and statewide policies that have bearing on the school program. At the third organizational level, a systemwide policy committee (SPC) makes the major decisions concerning the functions of each multiunit school in the district. Other responsibilities are the recruitment and inservice training of personnel, providing instructional materials, and disseminating information within the district and to the community. The superintendent, central office staff, representative principals, unit leaders, and teachers make up the committee. Inservice staff training in the procedures for adopting the model and for planning instructional programs is also part of the design. The following training schedule is given: (1) a two-day overview conference for administrators and central office personnel; (2) a three-day workshop for principals and unit leaders; (3) 16 hours (four hours, once a month) of preinstallation inservice training for the entire staff; (4) a three-to-five day workshop for the entire staff before the beginning of school and four half-day sessions for the entire staff, distributed throughout the first year. Full information on costs and requirements for adopting the model is provided in the book.

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program evaluation

EPIC Diversified Systems. *Program Evaluation Packet.* Tucson: Educational Innovators Press, 1970-73. $25.00.

The Program Evaluation Packet is a series of twelve booklets on the various aspects of program evaluation. The first booklet in the series, A Scheme for Evaluation and An Organizational Structure of Variables, introduces the evaluation model used throughout. It briefly defines evaluation and describes a four-phase scheme for evaluation. The tasks undertaken in these four phases--planning, implementation, product, and recycling--are discussed at greater length in later booklets. In the second part of this booklet, an "organizational structure of variables" is offered as a systematic procedure for identifying and describing the variables influencing an instructional program. This structure reappears as an aid to evaluation in a number of the booklets. Titles of the other booklets are:

Developing and Writing Performance Objectives
Evaluation Design
Coding and Selecting Test Items
Proposal Guidelines
Developing and Writing Process Objectives
A Format for Monitoring the Teaching-Learning Process
Affective Measures for Educational Evaluation
Hierarchy for Goals and Objectives
Educational Program Audit
Developing the Accountability File
A Planning, Monitoring, and Evaluation System for Career Education Programs

Booklets may be purchased in the packet or separately. They may also be combined with others from the publishers' series of 29 booklets to form packets on teacher evaluation, accountability, management, program development, and curriculum development. Topics of the individual booklets include needs assessment, case studies, performance-based instruction, interaction analysis, and others. Possible users of the materials are local and state level administrators, consultants, project directors and staff, evaluators, research and development professionals, and classroom teachers. The booklets are primarily intended to provide basic background information. Persons with considerable experience and training in the subjects could use the packets to conduct training workshops.

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Hively, Wells; Maxwell, Graham; Rabehl, George; Sension, Donald; and Lundin, Stephen. *Domain-Referenced Curriculum Evaluation: A Case Study from the MINNEMAST Project.* Los Angeles: Center for the Study of Evaluation, UCLA Graduate School of Education, 1973. 98 pages. $3.50.

The first in a projected series on evaluation, this monograph discusses domain-referenced tests, their design and application, and the context in which they were first developed. It is both a case history and a technical handbook containing detailed procedural guidelines for constructing tests. Chapter One, "The MINNEMAST Curriculum Project," describes the Minnesota Mathematics and Science Teaching Project, its aims, development of materials, instructional techniques, and initial evaluation. Chapter Two, "Domain-Referenced Curriculum Evaluation in the MINNEMAST Project," outlines the rationale of the measurement system. This section explains the procedures employed in developing test-item domains, composing test-item forms, experimental design, test construction and administration, and interpreting the results. Chapter Three, "Considerations in the Design of Future Systems of Curriculum Construction and Evaluation," analyzes practical problems in curriculum development (such as organizational factors affecting evaluation effectiveness) and recommends strategies for overcoming difficulties. A set of appendices provides numerous examples of test items and sections of reports. The monograph is intended primarily for researchers, curriculum developers, and project evaluators. Chapter Three should be of special interest to persons concerned with instructional development.

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Hoepfner, Ralph; Stern, Carolyn; and Nummedal, Susan G., eds. *CSE-ECRC Preschool/Kindergarten Test Evaluations.* Los Angeles: Center for the Study of Evaluation and the Early Childhood Research Center, UCLA Graduate School of Education, 1971. 54 pages. $5.00.

This book is intended for directors, principals, and counselors concerned with preschool and kindergarten children; educational researchers and test publishers may also find it useful. CSE-ECRC Preschool/Kindergarten Test Evaluations begins

with a concise and interesting introduction, "Accountability in Early Childhood Education," which includes a brief discussion of evaluation in Head Start programs. A professional evaluation team rated 120 tests (including 630 subtests with separately normed scores) that measured attainment of either preschool (30-59 months) or kindergarten (60-72 months) goals. Separate tests for preschool and kindergarten children have been rated. The rating process used was the MEAN system (for an explanation of this system, see CSE Elementary School Test Evaluations, this page). According to the editors, a wide spectrum of practitioners including teachers, supervisors, and early childhood specialists, were surveyed and an exhaustive search of both the program and research literature conducted to select goals for preschool and kindergarten education. The goals were then translated into operational definitions. Goals were classified according to the following: affective domain--personality, social skills, motivation for learning, aesthetic appreciation; intellectual domain--cognitive functioning, creativity, memory; psychomotor domain--physical coordination; subject achievement domain--arts and crafts, foreign languages, function and structure of human body, health, math, music, oral language skills, readiness skills, reading and writing, religion, safety, science, social studies. The book includes an index of goals, a test name index, and an index of publishers and addresses. For a description of how to use the book, see CSE Secondary School Test Evaluations, page 83.

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Hoepfner, Ralph; Strickland, Guy; Stangel, Gretchen; Jansen, Patrice; and Patalino, Marianne. *CSE Elementary School Test Evaluations*. Los Angeles: Center for the Study of Evaluation, UCLA Graduate School of Education, 1970. 146 pages. $5.00.

This book contains evaluations of virtually every output measure published that is generally available to educators and researchers for use in testing elementary schools, programs, and students. Over a thousand output measures were evaluated by measurement experts and educators using the MEAN Test Evaluation Form. MEAN is an acronym for the criteria used to evaluate the tests: Measurement Validity, Examinee Appropriateness, Administrative Usability and Normed Technical Excellence. Each of these main categories is broken down into subcategories. For example, Measurement Validity contains two subcategories: (1) Content and Construct, and (2) Concurrent and Predictive. The introduction to the book defines and explains the MEAN evaluation method. All the evaluative data gathered for each output measure is entered on the form in the appropriate subcategory. A poor, fair, or good rating is assigned to each of the four main categories, a rating that has been derived from summarizing the subcategories. For example, the California Language Test in spelling for the third grade is rated poor in Measurement Validity, fair in Examinee Appropriateness, good in Administrative Usability, and poor in Normed Technical Excellence. The results of the evaluation of each output measure were largely determined by the purpose that particular measure was to serve. Specifically, each measure was classified as to its educational goal, and then its effectiveness in assessing achievement if that goal was evaluated. The measures were judged on their appropriateness to school situations, not to clinical or research problems. The judgments arrived at should

be useful to teachers, administrators, and educational evaluators; they are likely to be less useful for test selection problems, for basic research into individual differences, or for instructional technologies, although they may still be useful as guides in such problem areas.

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Hoepfner, Ralph, et al., eds. *CSE Secondary School Test Evaluations: Grades 7 and 8; 9 and 10; 11 and 12.* 3 vols. Los Angeles: Center for the Study of Evaluation, UCLA Graduate School of Education, 1974. *Grades 7 and 8:* 225 pages; *9 and 10:* 229 pages; *11 and 12:* 339 pages. 3 vol. set: $22.00.

The three volume set of CSE Secondary School Test Evaluations (Grades 7 and 8; 9 and 10; 11 and 12) are aimed at serving the evaluation functions and needs of teachers, administrators, curriculum developers, special project staff, and members of state and federal education agencies. After conducting a needs assessment and determining that it would be necessary or desirable to assess students' standing on some goal, a user may consult the introduction to one of the three volumes (corresponding to the appropriate grade level) to find the goal statement most closely matching his or her need. Then, he or she consults the index of goals and finds the evaluation entries for all the tests published and available that can be construed to measure that goal. Under the individual entries, the user will find the precise name of each instrument; a code indicating its publisher; and ratings on 39 evaluation criteria. These ratings are also summarized into a MEAN score (for an explanation of this scoring process, see CSE Elementary School Test Evaluations, page 82). By scanning either the individual or summary ratings, the user can select one or more tests to measure specific goals. Next, the user would consult the index of tests to see if the evaluation(s) chosen are single unit(s) or subtests of larger batteries. In the latter case, the user will have to decide whether the additional information tested will be useful and make tradeoffs to obtain the maximum useful information at reasonable cost. It is usually possible to obtain a specimen of a test, at nominal cost, from its publisher. Each of the three volumes in the series has an index of goal categories and test names, test publisher's addresses, and a list of curricular resources. The goals have been arranged under 16 major discipline areas covering most of the outcomes expected of secondary students throughout the country: arts and crafts; driver and traffic safety; English language arts; foreign languages; health and safety; home economics; industrial arts; intellectual skills; mathematics; music personality characteristics; philosophy and religion; physical education; science; social studies; and vocational/career education. A professional evaluation team, whose motto is "goal first, measure second," rated all of the secondary school tests listed.

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Hull, William L., and Wells, Randall L. *Innovations Evaluation Guide.* Columbus: The Center for Vocational and Technical Education, Ohio State University, 1972. 14 pages. Available on request.

The Innovations Evaluation Guide is a tool for assessing the merits of innovations that are either currently being tried or being considered for adoption. The guide allows users to identify the distinguishing features of innovations, then use this information to compare and select according to their needs. Factors such as pupil growth, efficiency and effectiveness of program operations, benefits to school and community, amount and source of money needed, time requirements, personnel needs, and a number of other factors are considered. Questions under 42 headings assist the user in deciding what assets and requirements an innovation should have. Space is provided in the guide for recording responses. A checklist of characteristics and a worksheet for major costs are other aids. Persons who evaluate educational innovations could find the guide helpful. Possible users are administrators, teachers, project directors, pilot program supervisors, state education department personnel, teacher educators, research and development personnel, and change agents. The guide is the result of a literature review; interviews with superintendents; expert review and pilot test of a prototype; field tests with teachers, administrators, state supervisors, and local directors of innovative programs; and final revision. "The Classification and Evaluation of Innovations for Vocational and Technical Education," a report on the development and testing of the guide, is available on request from the developer. Although the guide was developed by specialists in vocational and technical education, the items are applicable to all types of innovations. The only item specifically vocational is "Entry and Advancement in an Occupation" and it may interest nonvocational educators also.

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Instructional Objectives Exchange. *Objective-Based Test Collections.* Los Angeles: Instructional Objectives Exchange, n.d. $25.00 per test collection plus 3% handling.

This is a series of criterion-referenced tests which can be used in diagnosing an individual learner's deficiencies, targeting instructional improvement, and evaluating programmatic instructional efforts. These tests were designed to be highly sensitive to pupil progress with respect to specific objectives, and represent a useful alternative to the often inadequate standardized tests. The test collections currently available cover four main areas:

(1) Reading, which includes Word Attack Skills, K-6; and Comprehension Skills, K-6.
(2) Language Arts, including Mechanics and Usage, K-6; Word Forms and Syntax, K-6; Composition, Library, and Literary Skills, K-6.
(3) Social Studies, which includes American Government, 10-12.
(4) Mathematics, covering Sets and Numbers, K-6; Numeration and Relations, K-6; Measurement, K-6; and Geometry, K-6.

Each test can usually be administered in five to ten minutes, thereby allowing the user to combine several tests in one class period. The tests are on preprinted spirit masters, with between 40 and 50 tests per collection; a spirit master is

capable of producing 250-300 copies. Each test is keyed to an amplified objective, which is a detailed description of the learner behavior being measured. A manual containing these amplified objectives accompanies each test collection. By consulting an amplified objective, an instructor is able to obtain a particularly clear idea of the kind of learner behaviors measured by the test and can thus design more relevant instructional sequences. All tests are distributed in two comparable versions, one of which can be used as a pretest, and the other as a posttest.

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Klein, Stephen. *Procedures for Comparing Instructional Programs.* Chicago: American Educational Research Association, 1972. ED 061 271. 24 pages. Microfiche, $.65; hardcover, $3.29.

This paper examines comparative educational program evaluation. Suggested evaluative criteria and evaluation techniques and their weaknesses are discussed. An evaluation formula is proposed, and an example of its operation is provided. The author discusses why procedures for comparing instructional programs are more necessary now than they have been in the past; one reason is that vast numbers of programs are now available with similar content but different objectives--and varying degrees of success in reaching those objectives. He offers and defines six major factors that are essential to a comprehensive program comparison, for example, the student's performance on the programs' objectives and the cost of achieving those objectives. Several techniques are suggested for comparing different programs. One is an Independent Test method that uses a nationally normed standardized test for all the different programs. An obvious weakness of this technique is that all relevant objectives may not be considered. In addition, nationally normed test instruments generally do not provide information about student performance on specific objectives. Other methods discussed are Program Unique Tests, Program Free Testing, and Program Fair Testing. The major weaknesses of these techniques is that they fail to take into account several important factors that should be considered and they place too much emphasis on the comparability (or at least partial overlap) of objectives across programs. The author presents a general formula and procedures for determining program effectiveness that take into consideration all six of the major factors mentioned above. The key to the formula is that the relative importance of objectives across programs is based on a common scale, thus eliminating the necessity for overlapping objectives. It is not of critical importance, however, that this particular formula and procedures are adopted; rather, the suggested procedures highlight the kinds of factors that must be taken into consideration if one wishes to make valid program comparisons.

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Krystal, Sheila, and Henrie, Samuel. *Educational Accountability and Evaluation: PREP Report No. 35.* Berkeley: Far West Laboratory for Educational Research and Development, 1970. 49 pages. $.65

This report is one of a series of PREP (Putting Research in Educational Practice reports. These reports make no recommendations but instead interpret

the current thinking and practice of researchers and developers in education as objectively as possible. This specific report deals with accountability. The four sections of the report treat the philosophy of accountability; accountability as a system; specific program approaches to accountability such as external and internal performance contracting, the voucher system, external audit or EPA (External Program Audit), and PPBS (Program Planning and Budgeting System); and last, evaluation as the heart of accountability (i.e., valid assessments must be made in order to determine whether promises have been kept). A list of references follows three of the four sections. Five case studies are included in this report to illustrate specific attempts to implement accountability systems. The Portland, Oregon and Grand Rapids, Michigan experiences provide insights into the planning and development of internal and external contracts applied to elementary and secondary education. The Seattle, Washington effort is an example of the external program audit technique applied in higher education. The Syracuse, New York program applied the general systems approach to the planning and organization of an elementary and secondary educational program in such a way that teachers and administrators are accountable for pupil progress. Finally, the Hillsborough, California program study describes the use of Program Planning and Budgeting Systems (PPBS) to systematically organize a school system so that it can more readily be made accountable.

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Ozenne, Dan Gilbert. *Toward an Evaluative Methodology for Criterion-Referenced Measures: Test Sensitivity.* Los Angeles: Center for the Study of Evaluation, UCLA Graduate School of Education, 1971. ED 061 263. 96 pages. Microfiche, $.65; hardcover $3.29.

This monograph discusses criterion-referenced measures, what they are and how to evaluate them. The author explores the development and evaluation of criterion-referenced measures and elaborates on the distinction between them and norm-referenced measures. By elaborating on the bases for distinctions between the two types of measures, he points out that methods for evaluating one type of measure may be inappropriate for evaluating the other. He introduces the concept of sensitivity as an appropriate method for evaluating the objective-based measure (criterion-referenced measures) and presents methods for measuring sensitivity. Sensitivity is a measure of how sensitive a test is to the presence of the relevant skills. The traditional model for the response of a subject to a measure is presented to show how it leads to an estimate of the reliability of the norm-referenced measure. This model is then extended to conform to the typical objective-based measurement situation to show how the model can be used to evaluate the sensitivity of a measure. The author includes tables summarizing data, from both simulated and empirical sources, which are the results of studying the sensitivity concept under a variety of conditions. Finally, the implications of the results from the various data sources on the sensitivity of the measure are discussed. This monograph could be useful to anyone interested in criterion-referenced and norm-referenced measures. A school evaluation specialist or person functioning in this role would find it valuable if his or her school or district were embarking on a student or school assessment program.

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organization for problem solving

Arends, Richard I.; Phelps, Jane H.; and Schmuck, Richard A. *Organization Development: Building Human Systems in Schools.* Eugene: The Center for Educational Policy and Management, n.d. 49 pages. $1.75.

Organization development is a way of dealing with present and potential problems in schools. It is a theory, a strategy, and above all a process. Flexibility and initiative, alertness to the first indications of the need for change, and willingness to introduce change are characteristics of a collaborative organization. This booklet reviews the group processes and organizational procedures of a particular model which an organization can adopt to become collaborative. In this model, consultants come into the school district and train a cadre of specialists in organization development. The newly trained specialists remain in the district to train others. Training is in collaboration, decision making, procedures for meeting, and communication and problem-solving processes. Brief lectures, reading, practice sessions, and group and intergroup exercises make up the instructional sequence. These specialists are drawn from within the district and, therefore, are not resented as outsiders. Specialists generally provide services in schools other than their own, thus avoiding any conflict that might result from being too personally involved in the school's problems. The consultants do not come in and solve existing problems; instead, they equip local people with the skills and procedures for approaching all problems. The developers recommend training a small group first; which in turn will train others until, eventually, the whole school staff is involved. The booklet describes a sample training sequence and sample activities, emphasizing that these are not hard-and-fast arrangements. Training should be adapted to each school situation. Additional sources of organization development consultation are cited and references on the subject are listed. A complementary audioslide presentation (73 slides, carousel container, and audiotape) is available from the developer for $50.

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Marks, James R.; Stoops, Emery; and King-Stoops, Joyce. *Handbook of Educational Supervision: A Guide for the Practitioner.* Boston: Allyn and Bacon, 1971. 950 pages. $15.00.

The purpose of this book is to provide specific, practical assistance to on-the-job supervisors in the successful realization of their main job: the improvement of instruction. The authors emphasize human relations, communication, and teamwork, stressing that supervision is a cooperative service. The book's 19 chapters survey the problems of educational supervision from a variety of viewpoints, but always with a practical end in mind. Sample chapter titles are "How to Be a Successful Supervisor Through Leadership and Human Dynamics"; "How to Improve Supervisory Visits"; "How to Improve Supervisory Conferences"; and "How to Help Staff Understand and Guide Children." Twelve of the 19 chapters have supplements

that discuss in greater detail some of the issues raised. For example, Chapter 13, "How to Measure Teacher Effectiveness and Improve Methods and Techniques of Instruction," has a supplement that reviews different kinds of instructional methods. Also included in the book are simulated "in basket" problems which the reader is asked to solve, end of chapter bibliographies, many charts and graphs, lists of "do's and don't's," many suggested techniques and procedures for each supervisory task-area, questions for analysis and discussion, and suggested class activities. This book would be appropriate for a graduate class in supervision and could be an effective guide for a person in his or her first supervisory job. Experienced supervisors are likely to find much of this book elementary.

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Schmuck, Richard A., and Runkel, Philip J. *Organizational Training for a School Faculty*. Eugene: The Center for the Advanced Study of Educational Administration, University of Oregon, 1970. 191 pages. $2.50.

This monograph is a case study of an experiment in training a school faculty in flexible, organizational problem solving. The premise of the experiment was that organizational problem solving could be improved if a faculty were trained in group process skills. The experiment emphasizes developing new organizational characteristics rather than changing individual behavior. Three important assumptions underly the research design: first, a faculty will adopt new interpersonal procedures if they try them out first away from school; second, greater effectiveness will result if training deals with actual organizational problems early in the program; and third, participation by the whole faculty is necessary for optimum benefit from the program. The target audience for this type of training is school personnel at any level, but particularly administrators and teachers. The monograph may be of interest to administrators considering organizational development training in their school. The primary target audience for this monograph includes organizational specialists in school districts and trainers of organizational specialists. A secondary audience may be professors, researchers, and school personnel such as administrators, department heads, unit leaders, teachers of all grades, school psychologists, curriculum specialists, and counselors; and also state department of education personnel. Readers interested in a survey of the project should read only the first chapter which summarizes the project and its outcomes. For those wanting more detailed information, the rest of the monograph describes the preparations made by the developers of the experiment and the exercises used in training. Sample questionnaires and descriptions of products used are also included.

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Schmuck, Richard A.; Runkel, Philip J.; Saturen, Steven L.; Martell, Ronald T.; and Derr, C. Brooklyn. *Handbook of Organizational Development in Schools*. Palo Alto: National Press Books, 1972. 436 pages. $12.50.

As "a guide to planned actions for facilitating human responsiveness and

adaptability in school organizations," the handbook is both a tool for the organizational specialist and a reference for others. Chapter One describes the author's theories of organizational development; Chapter Two specifies techniques for planning interventions. Together, they constitute a framework and guide to Chapters Three through Eight. These later chapters study the functions of organizational development: clarifying communication; establishing goals; uncovering and working with conflict; improving group meetings; solving problems; and making decisions. Although the order of the chapters follows the usual training sequence, each of the chapters and sections can be used separately. Every chapter contains the following sections: rationale; instruments for assessing present and projected conditions; exercises for simulating the function; procedures for actual use; and suggestions for combining the instruments, exercises, and procedures into training sequences. Chapter Nine tells how these sequences can be pulled together into overall training designs. Information for evaluating interventions and evaluating aspects of training designs is in Chapter Ten. This book is intended primarily for organizational specialists, and for teachers of organizational specialists. Others who can use the information and suggestions include school administrators, state and local department of education personnel, students of educational administration and curricula, school counselors and psychologists, classroom teachers and department heads, and organizational researchers. The book may be used alone or in conjunction with Organization Development in Schools, by Schmuck and Miles. This earlier work (1971) reviews theory and research in organizational development and is available from the same publisher at $8.95.

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Wallen, John L. *Charting the Decision Making Structure of an Organization.* Portland: Northwest Regional Educational Laboratory, 1970. 14 pages.

This report suggests charting the decision making structure of an organization as an alternative to the standard practice of charting a line of delegation. This chart shows how any person in an organization influences or participates in that organization's decisions. If this chart is constructed by people who must coordinate their activities, the result can be improved communication and job satisfaction. Rather than being handed down from a manager to subordinates, decision-making charts should be developed by the people who will be working together. There are five steps in the process: (1) deciding the area of decision making to be charted; (2) determining the key decisions; (3) assigning titles to columns in the chart; (4) deciding how each person participates in the decision; and (5) recording agreements that have been reached during discussions. An outline for coding and recording types of decisions is given. The author emphasizes that it is not the chart itself but the discussion necessary to develop it that contributes most to resolving problems. The procedures summarized in the report appear useful for groups of administrators, teachers, curriculum specialists, and others involved in planning instruction.

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